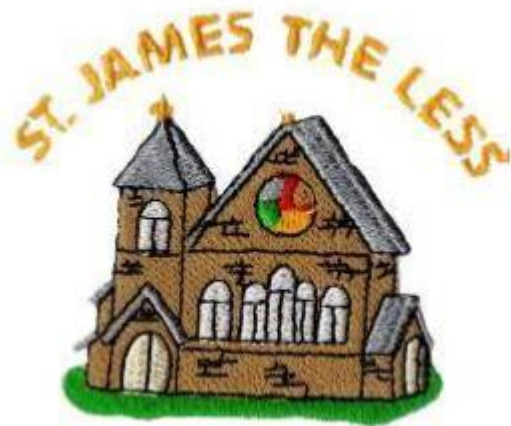
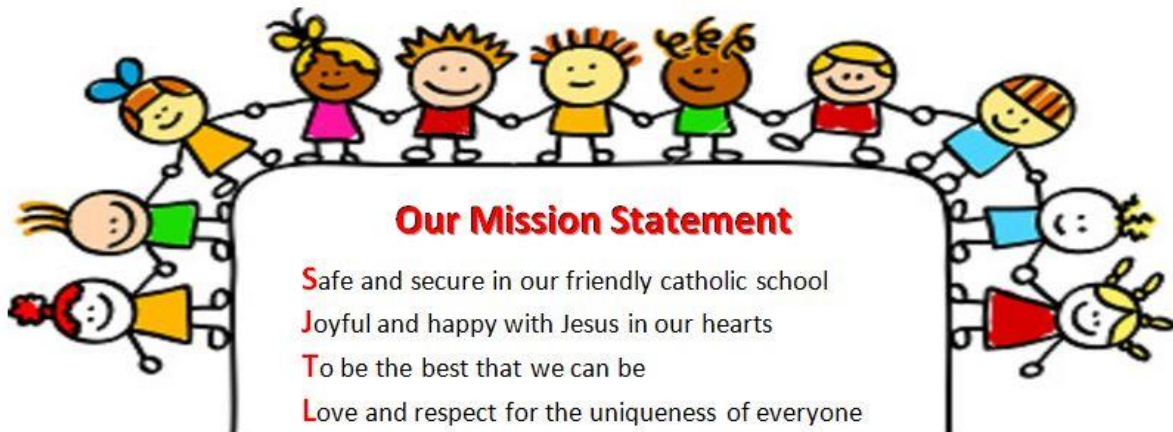


St James the Less RC Primary School



Feedback and Marking Policy 2020



At St James the Less RC Primary School we mark in a manageable and sustainable way to:

- Improve a child's confidence and self esteem
- Celebrate and recognise achievement
- Provide constructive, accessible feedback to children about their work
- Encourage and involve children in the reflection of their current learning and to set targets for future learning
- Assess and monitor the children's learning and provide information for future planning
- Develop children's responsibility for their learning
- Model and encourage progression of children's ability to peer and self-assess honestly and accurately.

We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all feedback and marking is underpinned by this policy, which all pupils and staff follow on a day to day basis.

Key Principles

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation toolkit and other expert organisations. The EEF research shows that effective feedback should:

- Redirect or refocus either the teachers' or learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful

- Provide specific guidance on how to improve and not just tell learners when they are wrong.
- It should be **manageable**, **meaningful** and **motivating**.

It's notable that none of this requires written marking. Therefore, upon this evidence is built our outline of the key principles that underpin the policy:

- The sole focus of feedback and marking should be to further children's learning
- Written comments should only be used where they are accessible to learners according to age and ability.
- Feedback delivered closest to the point of learning is most effective and as such, feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is part of the school's wider assessment processes, which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Feedback in Practice

Based on the work of the Assessment Commission, feedback will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

Based on the work of the Assessment Commission, feedback will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

- Immediate feedback – at the point of teaching
- Summary feedback – at the end of a lesson/task
- Review feedback – away from the point of teaching (including written comments)

Effective feedback includes –

- Verbal feedback
- Self Assessment
- Peer Assessment
- Developmental marking or deep marking

Effective Verbal Feedback

Our school is committed to providing relevant and timely feedback to pupils. The most effective form of feedback is verbal feedback given at the point of learning - oral feedback is most powerful and has maximum impact when pointing out success and improvement needs against the WALT/SC. The quality of thinking can be instantly higher for the learner if feedback is verbal and this dialogue should happen daily. It should be specific to the success criteria (SC) and should identify both positives and next steps so that the child has a clear

understanding of how to move their learning forward. Teachers' well considered intervention will prompt deeper thinking and swiftly address misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 discussion with a pupil or a group of pupils.

All class teachers and TAs must give verbal feedback in their lessons and record using the relevant marking codes. In each lesson: -

- One group to be marked at point of learning by CT
- One group to be marked at point of learning by TA

This is achieved by:

- Giving verbal feedback to children related to the WALT and WILF using highlighters
- Use the green highlighter pen to promote positive aspects (success) – 'green is great' and the pink highlighter pen for improvement – 'pink to think'.
- Intervening at the point of learning by modelling examples in a child's books
- Use VF/initials in the child's books.

Correct work/ success highlighted green – Green is great

Areas for development highlighted pink – Pink to think



These may be followed by a corresponding written prompt. Some children struggle to read teacher's comments, so this is quick simple and effective. You are also able to challenge children to achieve more green!

Following this model, in most lessons 12 books will be marked during the lessons and remaining books can be 'light touch'/acknowledgement marked.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure their progress. It will focus on success and improvement needs against the WALT (We are learning to....) and Steps to Success, enabling pupils to become reflective learners and helping them to close the gap between their current and desired performance.

Children as Markers (Self and Peer Assessment)

Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

Self-assessment

Before any child hands in any piece of work for marking they should spend an appropriate amount of time checking they have considered the non-negotiables. This time will need to be planned in as part of the self-assessment time.

All work should be self-assessed by the children before the end of the lesson.

Peer Assessment

Children peer assess using the agreed SC. Peer assessment should begin in Year 2 – model using the visualisers. Children should initial peer marking. Children will be expected to evaluate the work of their peers positively and provide suggestions for improvement using a framework of peer evaluation. Teachers need to acknowledge the peer assessment.

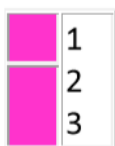
Light Touch/acknowledgement Marking

All work should be light touch/acknowledgement marked. Use a green bar/pink bar at the bottom of the work, acknowledging and recognising attainment and/or progress, success and/or completion of work (ticks, brief comments, stickers, stamps, Class Dojos etc.,)

Developmental/Quality Marking

A green bar should highlight the successes along with a brief comment (remember children need praise!). A pink bar should be followed by a focused comment which should help the child 'close the gap' between what they have achieved and what they could have achieved. Below are the different types of prompts you can use: -

- Reminder – Most suitable for high achievers. What else could you say about the weather? Think of a better word than bad. Say more about... Explain your thinking....
- Scaffold – Most suitable for children needing a little more support - provide examples of what they need to do. What was the monster doing? What kind of monster was he? An unfinished sentence – The dog was angry so he....
- Example prompt – Suitable for all, especially lower abilities. Give children a choice of words or phrases e.g., which of these words describes the taste more powerfully.... give exact sentences, words or processes to copy. Choose one of these words instead of bad Ferocious, terrifying, evil
- Modelled Example – a correct example modelled by a teacher with a further one for the child to try
- Open Question – pose an open question specifically related to the WALT to think about next steps
- Greater Depth/Explanation– use to extend a child's learning by asking them to explain their learning or reflect on the process or strategies they have used



Whilst marking books if you recognise a pattern across a group, put a pink highlight mark at the end of a piece of work and a number. Feedback the meaning in class and get children to respond.

5 stages of giving feedback

1. Showing success (Highlight in green – green is great)
2. Indicating improvement/ next steps (Highlight in pink – pink to think)
3. Giving an improvement suggestion (Question, specific task)
4. Making the improvement (purple pen)
5. Checking the improvement (Teacher responds – stamper)

Stage 1 and 2

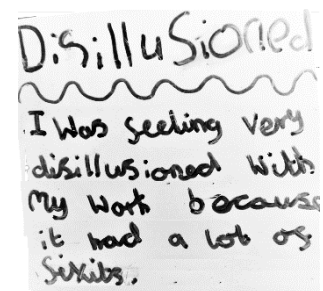
Showing success and indicating where to improve. Highlighting should be related to the learning. It can be done during the lesson whilst wandering round (see above) or after the lesson. The most effective feedback is oral feedback after which pupils should take immediate action on this feedback.

Stage 3

It isn't feasible to expect teachers to give all pupils verbal feedback during every lesson, so self-assessment, peer assessment or teacher developmental/quality marking can occur.

Stage 4 Making the improvement- Plan for FIT (Fix it Time)

It is essential that time is given for children to respond to the written prompt, thus enabling them to 'close the gap' and improve their work further. Children are unlikely to embed any suggestions for improvement and apply them to later work unless they are given time to respond to the feedback, therefore, dedicated FIT (Fix It Time) needs to be planned for each week (15 – 20 minutes). Children should respond to feedback using purple polishing pens if appropriate to their age and ability. They should be expected to edit and improve work including against class 'non-negotiables'. Any child who needs support in either reading or understanding the feedback works with an adult.



To ensure a balance of improvement and self-esteem there will be occasions that 'fixits' are not used and the teacher focus is purely celebratory. Teachers should use their professional judgement and knowledge to determine the immediate social and academic requirements of each child to ensure that marking has the most appropriate impact to child development.

(Picture: without prompting a child wrote a sentence to explain what "disillusioned" meant- this has refined our understanding of asking children to FIX their work)

Stage 5 - Teacher checks that the improvement has been done – stamper.

Expectations

All pieces of work should be acknowledged in line with this policy either through teacher/TA marking or feedback, peer or self-assessment.

All pieces of work should be acknowledged before the next lesson i.e., daily for English and Maths.

For English and Maths there should be a fair balance of teacher and child marking.

Teachers should be conscious of checking the quality of peer and self-assessments. Teachers need to model successful strategies and praise successful peer work.

Supply teachers need to mark and initial all work. Avoid expecting supply teachers to mark long writing tasks (WOW writing) – this should be marked by yourselves.

All marking to be carried out in a colour pen distinguishable from the child's work.

All marking to be done in a clear, legible hand aligned to the school handwriting script.

The marking code to be followed.

ALL pupils' work to be at least 'light' marked by Teacher or Teaching Assistant.

No work should be left unmarked.

In **English, at least 1 piece of work** per pupil should be marked in depth per week. Weekly independent writing **MUST** be marked in depth.

In **Maths, at least 1 piece of work** per pupil should be developmentally marked

In **RE two pieces of the REVEAL section** of Come and See should be marked in depth.

In **Science, at least two pieces per topic** should be marked in depth.

In Learning Journeys and Foundation subjects work will be marked developmentally twice in each topic/theme/Learning Journey. All work will be acknowledged with light touch marking

Marking will be adapted in Y2 and Y6 from Term 3 onwards in line with moderation guidance.

In EYFS use of pink and green marking in RE, stampers for WOW writing

Procedures for Developmental Marking

In developmental marking:

- When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in green highlighter. The corresponding comment will also be highlighted green.
- When identifying an area for specific improvement or extension the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be highlighted pink

There will be a **maximum** of 2 identified specific areas for both pink and green highlighting for each piece of work. Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. If a response is required for spelling no more than 3 spelling corrections for a piece of work will

be given. To manage marking stick-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work

Marking Codes

Marking codes have been developed for consistent use across the school to make feedback accessible for children and to make marking and feedback manageable for teachers. Marking codes should be displayed in class, shared with children and used by children during peer assessment.

Policy Monitoring, Review and Evaluation

Marking and feedback will be closely monitored by staff, Phase Leaders SLT and Subject Leaders along with other stakeholders through: -

- Book scrutiny
- Lesson observations and drop ins
- Pupil voice
- Moderation

MARKING CODES – KS1/EYFS

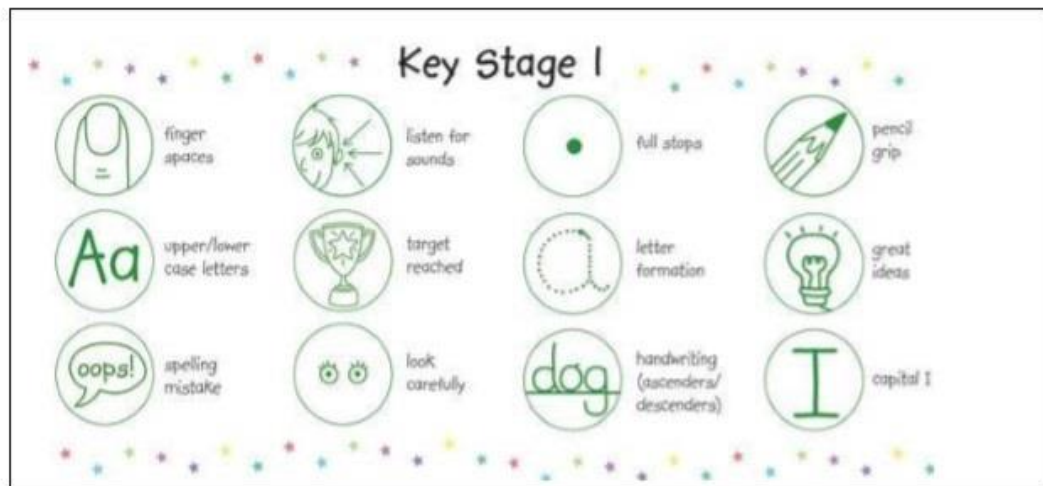


Worked hard

Ⓢ = supported work

VF – Verbal feedback. There has been verbal dialogue about the work between the child and the adult. Adult to initial.

Writing next step marking include symbols:



Maths Marking Codes KS1



NOTE: Any person other than the class teacher must initial their marking of children's work

Marking Codes – KS 2 – these marking codes should be on the inside cover of all books

VF – Verbal feedback. There has been verbal dialogue about the work between the child and the adult. Adult to initial.

C – Maths code for CORRECTION REQUIRED

SS – Adult support given

SA – Self Assessed (child has assessed/marked own work)

PA – Peer Assessed (child’s work has been jointly assessed with a peer)

sp- Spelling (over the word – correction in a suitable place)

p – Punctuation

Pr - presentation

fs – Finger Space

∧ -Missing word

/ new line

// new paragraph

☺- something done well (Stamps may also be used)

Next step or challenge

Green is Great	Maths – a green bar at the foot of a piece of work indicates target met. English – words/phrases etc., highlighted in margin. A green bar at the foot of the work indicates success.
Pink to Think	Maths – a pink bar, followed by written advice, indicates one thing to think about, correct, try again or challenge. English – highlight something to move their learning on in the margin. A pink bar at the foot of the work, followed by written advice, indicates one thing to move their learning on, correct, try again or challenge.