

St Gregory's Catholic Primary School: Marking and Feedback policy



At St Gregory's Catholic Primary School we take a professional approach to the tasks of marking work and giving feedback on it. The age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

The purpose of Marking and Feedback is to:

- Understand what pupils have done well
- Understand how to improve
- Make visible signs of improvement as a result of feedback

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of Marking and Feedback

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

The marking should be used to inform, be in accordance with the lesson objective, and indicate the next step of learning and as far as possible link to the child's personal learning targets.

Work should be marked regularly and frequently and soon after completion – preferably with the child. The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read or respond in the usual way, other arrangements for communication must be made. e.g. Verbal, signing, and visual.

The criteria for marking should be made clear to the children before they embark on a piece of work (learning objective) and should be indicated in short term planning e.g. punctuation.

Comments will focus on only one or two key areas for improvement at any one time. Then an appropriate prompt will be used to help improve work.

E.g. Reminder Prompt = a question which reminds children of what could be improved.

Scaffold Prompt = Support Questions.

Example Prompt = gives children the choice of possible phrases.

It is important to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

The marking system should be constructive and formative.

Feedback is effective when it is one-to-one (teacher to pupil) with mutual trust established. Feedback can also be given by support staff, or through peer review. It can be provided through plenary and in group sessions. Further it can support identifying a child's key learning difficulties.

Marking of work

Procedures for Foundation, Key Stage 1 and 2 teachers

Time needs to be spent reviewing children's work and ensuring work is marked regularly to ensure children's needs are met. Every endeavour will be made to mark all pieces of work at some level. Marking is most effective when the child is present. However, it is accepted that not every piece of work can be marked with the child present and/or in great detail and discussed with every child. When discussing work with child, a **VF** symbol should be written to show that conversation has been had with the pupil discussing their work.

The criteria for marking should be clear and relate to the Learning objective and address the basic skills

Written comments should focus on P (praise) and Gap Tasks to represent Next Steps for the children. All marking should be personalised and appropriate for that particular pupil.

- **Praise** - A positive comment related to the LO or child's own target. This can also be given in the form of a stamp, sticker, self assessment or peer assessment.
- **Gap Task** - Gap tasks need to be set and checked. Staff need to check the child has taken action as a result of comments, by avoiding repeating the same errors. Gap Tasks should be marked. Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages. One or more Gap Task may be set depending on the work that the child has produced. One Gap Task **must** related to basic skills if appropriate. A Gap Task may be given for a children to check their:
 - Handwriting
 - Spelling
 - Punctuation

OR it may be...

- A question related to the learning to consolidate understanding
- A question related to the learning to further understanding

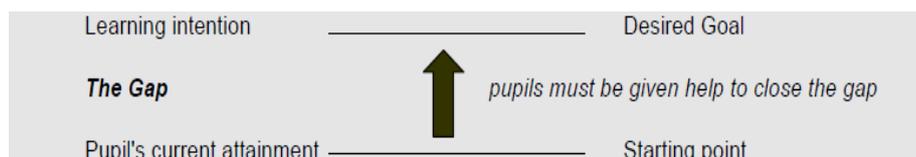
General marking procedure will include:

- Spelling, Handwriting and Presentation should be marked and commented upon at regular intervals.
- Children should be encouraged to proof read each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation.
- VF, SA and PA symbols should be used when necessary.
- **Green and purple pens**- green pens are used by adults, purple pens are used by pupils to show their completed Gap Tasks.

- **Self-marking**- when children carry out their marking they should write SA with their comments to show self-assessed. If the child does well the teacher ticks to confirm that they agree or set a gap task to support the child's learning.
- **Verbal feedback**- this should be given as often as possible, especially with younger children. A VF symbol should be written and possibly a brief note to explain the conversation.

Gap Marking

In order to help raise standards in writing across the curriculum and give children an opportunity to improve their writing as a result of feedback, teachers will identify aspects of children's learning that requires specific gap marking.



Closing the gap marking will:

- Support pupils in identifying the steps needed to improve a specific aspect of the pupil's work
- Be a small achievable task which focuses on the next steps in learning.

Gap Tasks:

- Where the LO has not been achieved or there is a misconception, a short gap task will be set in order to close the gap between the LO and the children's work. It will be completed at the beginning of a lesson, before the start of a new lesson. Gap tasks should take between 5-10 minutes maximum to complete.
- Gap tasks may be administered to specific target groups and not the whole class. The strategy will be used according to teachers own professional judgement. It is expected that Gap Tasks should also address basic skills and be given appropriately and personalised to the pupils.
- If children are, eg improving their work, a purple pen can be used to show that the gap task has been completed. Work may be labelled as AS (adult supported) or independent. Older children may record this themselves:
- Gap tasks need to be marked with a brief comment if appropriate.

Short Gap Task prompts	English	Maths
The gap task could be in the form of: <ul style="list-style-type: none"> • a question • a close procedure • improving a sentence/word • changing something • adding something • an extension task 	Say why you thought this. Say how you think this made him feel. Use more adverbs and adjectives here. Think of a better word than <i>bad</i> . Could you describe James? How is your story going to end?	Which number could you add? How many more do you need? Rewrite your numbers the right way round Check your calculation and correct it Show your workings out Have a go at this tricky question

Blue Dot

This is used to address the pupils who have successfully mastered the new learning, and can clearly demonstrate it. The blue dot tasks aim to deepen and enrich their understanding to a greater depth. For example, reasoning and problem solving demonstrate deeper thinking in Maths. In English, the fluent application of basic skills, concepts and knowledge in reading and writing across the curriculum.

Blue Dot	English	Maths
The gap task could be in the form of: <ul style="list-style-type: none">• a question• expressing an opinion/viewpoint• making a comparison and/or analysis Making a connection with other aspects of learning Writing explanations in greater depth.	Why has the author used language in a specific way? Explain why this is sentence is grammatically incorrect Write the first paragraph of the text from a different perspective	Find all possible outcomes to this problem. Circle the area in this calculation that contains an error. Explain why this statement must be true/false Identify the missing numbers in this calculation Here is the answer. Write what the question could be (using the given area of maths)

Marking Mathematics

When marking mathematical computations a ‘/’ is appropriate for correct computation. A Dot should be used to outline an incorrect answer. Corrections to be done at the end of a piece of work or, if appropriate, alongside an error.

Marking Spelling

All children should be encouraged to use;

Have a go sheets, a dictionary/wordbooks to find the correct spelling and any other personal strategies. Adults may also write the correct spelling out for children and children copy correctly out three times when appropriate.

They should also be independently checking their spellings age appropriate especially if a squiggly line is seen in their marking from the teacher. This should be incorporated into their Gap Tasks.

GENERAL ADVICE TO STAFF

The main objective of marking and feedback is not to find fault, but to help children learn. If children’s work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

The school has explicit rules that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson objective at the top), and teachers will not accept the work unless these rules have been followed.

In addition to these general rules there are specific rules for specific types of work, for example numeracy. These rules have been taught and may be on display. They make it clear what good quality work in the subject is like.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority

In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

The marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.

When appropriate, children may mark their own learning, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.

Children should be encouraged to assess their work ahead of final marking. Working with learning partners supports children in checking for common errors (e.g. capital letters) This helps the children to self-reflect at each step of the learning process.

In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

Desired Outcomes

Improvement in children's learning and greater clarity of assessment, giving children and parents' information concerning achievement and progress.

Positive Indicators

- Improvement in pupil attainment
- Teacher, pupil and parent testimony concerning usefulness of marking.
- Consistency in teacher marking across Key Stages and between years.
- An understanding by the children in their active role in feedback and marking.

Monitoring and Review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Marking Criteria Years 1-6

Marking is completed in green pen

	Written comments
Overview	Marking is part of the feedback process – understanding of the LO and application of the basic skills. Adopt a personalised approach to marking and be consistent in your marking. Ensure all written work in books is presented to the expected standard.
P praise	A positive comment related to the LO or child's own target. Use when needed.
Specific codes	Identify an aspect of the pupil's work that needs improvement relating to basic skills. Use codes as required.
O	Circle the letter that should be a capital
//	Need for new line or paragraph
^	Word(s) missing
~~~~~	Spelling error (age appropriate)
VF	Discussion of work taken place
AS	Adult support
SA	self-assessed
PA	peer assessed
GT Basic Skills	Some work may require 2 tasks Handwriting Spellings Punctuation
GT LO Based	A question to further develop the LO to secure the learning to challenge pupils' thinking
Blue Dot 	MA challenge