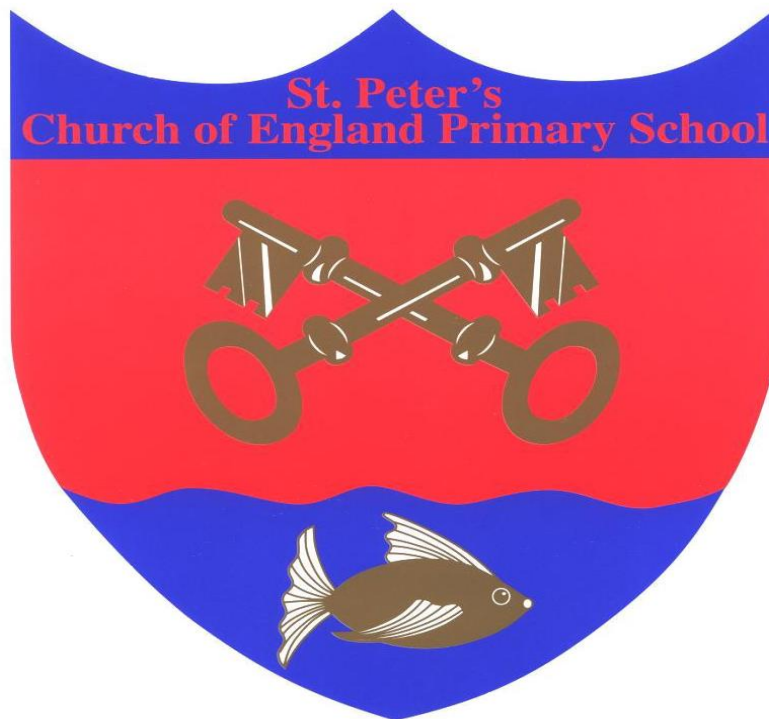


ST. PETER'S CHURCH OF ENGLAND
PRIMARY SCHOOL



EFFECTIVE MARKING AND FEEDBACK POLICY

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at St. Peter's C of E Primary School.

Rationale

St. Peter's Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process.

At St. Peter's Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Date written: July 2015

Reviewed: April 2017

Reviewed: September 2019

Adopted by LGC: February 2020

Principles of Effective Marking

Effective marking should:

- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be manageable for staff
- Be written in handwriting that is legible
- Be frequent and regular
- Allow specific time for the children to read, reflect and respond to marking, as appropriate
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to individual targets, as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Spot marking

This is used where necessary during a lesson to ensure a child is achieving the learning objective and to allow intervention to be provided as soon as possible in order to correct any misconceptions. Where intervention has taken place or a question has been posed, a feedback symbol should be written, allowing the teacher to monitor progress made from that point. A written question would also be indicative of feedback.

3. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. An example of a KS1 checklist can be seen as follows:

L.O. To create a limerick poem	Me	My friend	My teacher
My limerick has 5 lines			
Lines 1, 2 and 5 rhyme			
Lines 3 and 4 rhyme			
My limerick is funny			
I have written my limerick in my neatest writing			
I have begun each line with a capital letter			

In the case of KS2 DT topics, work may be marked at the end of the topic. In such cases, a skills web may be drawn with the child's level of skill clearly marked. This should then be discussed with the child.

4. Use of blank page during extended, independent writing in KS2

When a piece of independent writing is undertaken, particularly during literacy sessions, one side of the page should be left blank. This is to allow space for any possible editing, redrafting or skills practice. It also provides a space for feedback dialogue between staff and pupils. This practice should begin once staff consider pupils are able carry it out and can understand why it is being done.

Pupils should use green pen for the purposes of editing and self-correcting work.

5. Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Where appropriate, children should be given the opportunity to act as response partners and peer mark work. This is often linked to 'Talk for Learning Partners'. Children should be trained to do this and ground rules set and displayed (An example of this can be seen in Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust and may not be appropriate in every setting. Children may highlight evidence of success, use peer checklists provided or write a comment(s) in another child's book using green pen. The name of the peer marker should be written next to the work and underlined.

6a.

Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria.

The Learning Objective above 'Correct' work is highlighted in **green** and work which includes areas for development is highlighted in **orange**, with a corresponding written prompt. Time should then be given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Evidence of this further action should be visible either through the child's corrections, further practice or a note from the staff recording a follow up intervention. Examples of this could be 'Computer task completed' or 'Worked on whiteboards during small group intervention.'

The Learning Objective above work which the child has clearly not understood should be highlighted in **pink**. Oral feedback, followed by intervention to correct misunderstandings

should take place as promptly as possible once such misunderstandings have been identified, in order to prevent the child from either repeating the errors or falling behind their peers.

6b.

As part of the quality feedback detailed above, at least one spelling error in every piece of work should be highlighted for children to correct. This should be carried out consistently across all pieces of writing, including Foundation Subjects. In the case of children who have completed the RWI spelling scheme, the error in the spelling should be highlighted. Children should then use a THRASS spelling chart to help them select the correct sound for that word.

7. Other Strategies

Alongside aforementioned strategies, staff may also use:

Praise stickers
House points
Smiley faces

These should be used alongside the school marking policy and are not a replacement.

8. Monitoring



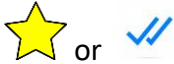


Marking and Feedback will be monitored regularly by Senior Leadership and Curriculum Management during Book Scrutiny sessions. Regular Book Scrutinies will also take place during Phase Team Meetings.

Such sessions will form part of our annual Assessment cycle, which can be seen in Appendix 3.

9. Review and Evaluation of the Policy

The policy will be reviewed regularly, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

Appendix 1

<u>St. Peter's C of E School</u>	
<u>Marking Symbols</u>	
Incorrect spelling highlighted orange	Spelling correction
	Missing full stop
^	Missing word
	New Paragraph
Lower case letter which requires changing should be underlined	Capital letter
	Impressive word or phrase used by child
	Next step/s
c	Correction
P	Punctuation correction on line
Symbols below to be written, if needed. It is to be assumed that work has been completed independently unless the marker has indicated otherwise.	
I /No indication needed.	Independent Writing
A/W.S.	Assisted/With Support
	Verbal feedback given to child

Appendix 2

Our Agreement

on

Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Appendix 3

<u>Appendix 3</u>		
<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
1 st half RWI assessment AR Star reading test	1 st half RWI assessment AR Star reading test	1 st half RWI assessment AR Star reading test Rising Stars Maths and Literacy Optional Tests y3/4 SATs papers from previous year y5 NC SATs
2 nd half RWI assessment Writing Assessment in blue assessment books Data to be submitted, whole school	2 nd half RWI assessment Writing Assessment in blue assessment books Data to be submitted, whole school	2 nd half RWI assessment Writing Assessment in blue assessment books Data to be submitted, whole school Foundation Subject Summative Assessment Sheets. EYFS Profile Final Assessments
<u>Ongoing:</u> Weekly Spelling tests, Mental Maths tests, Grammar, Punctuation and Spelling books Accelerated Reader quizzes, PM Benchmarking kit, Rising Stars Termly tests, Collins Maths Unit Tests Pivats		

