



St Martin de Porres Primary School

Feedback and Marking Policy September 2017

This policy is written in the light of our school mission statement:

“Working together in the light of the Lord”.

“The most powerful single moderator that enhances achievement is feedback”
Hattie, J. (1992) “Towards a model of schooling: a synthesis of meta-analyses”, Australian Journal of Education, 36, 5 – 13

Rationale

We believe that each pupil has the right to achieve to the best of their ability, irrespective of race, gender, religion, creed or ability. Feedback should motivate pupils and enable them to achieve to the best of their ability by:

- Recognising achievement
- Moving learning forward
- Recognising effort and enhancing self esteem

We also believe that it is the right of all pupils to be given the opportunity to demonstrate, by means that are accessible, what they know, can do and understand. This will sometimes be in the form of written work and sometimes through oral interaction.

Effective feedback is an integral part of the provision of quality teaching and learning. It ensures the active involvement of pupils in their own learning and allows pupils to become reflective, independent learners. It also enables them to:

- Recognise their achievements and successes
- Identify where improvements can be made and how these might be achieved
- Make progress through future learning

Aims

Through the implementation of this policy we aim to provide quality feedback that contributes to effective teaching and learning. We also aim to raise standards of achievement and attainment for all pupils by:

- Ensuring that the ownership of this Feedback and Marking Policy is shared with pupils, teachers, parents and governors.

- Fostering a positive attitude towards lifelong learning by raising self esteem, improving motivation and rewarding success.
- Recognising, encouraging and rewarding pupils' efforts and achievements in order to celebrate success.
- Involving pupils as partners in their learning by providing them with opportunities to become aware of, and reflect on, their learning needs.
- Providing pupils with information about how well they have met the learning objectives and making recommendations for further improvement.
- Providing teachers with information about pupil progress in order to inform the planning of subsequent teaching and learning to effectively support and challenge all pupils.
- Involving pupils in setting realistic and challenging targets for the next steps in learning.
- Enabling pupils to engage meaningfully in self and peer assessment when reviewing their own learning so they can develop their self-evaluation skills
- Providing evidence to support summative assessment.
- Providing information and reports for all stake holders eg pupils, parents governors, subsequent teachers and schools.

Objectives: Our marking:

- ✍ whether written or spoken, will encourage the child to improve his/her performance;
- ✍ with the child, will develop the child's self-assessment skills and encourage him/her to reflect upon his/her work and set targets for improvement;
- ✍ will aid the formative, diagnostic, summative and evaluative assessment of each child.

Method: In order to make marking motivational, comments should be positive in tone and remarks which humiliate rather than inform, are not in keeping with our Mission Statement.

Comments should reflect whether the pupil has met the L.O or is working towards it. If the teacher has asked a question a response, either written or oral, should be expected from the child.

General Guidelines

- Pupils will be made explicitly aware of the learning objective for the lesson. Learning objectives and success criteria will be displayed and shared with pupils at the beginning of the lesson and revisited throughout the lesson.
- Every piece of written work will be marked in some way to show that it has been seen. (e.g. a tick, stamp or adult's initials etc). The teacher will indicate the pupil's level of achievement towards the learning objective (*this can be a verbal comment*).
- Feedback will point out successes and areas for improvement to meet the learning intention. The teacher will support the pupil in making a small improvement by writing a "next steps" comment. *In English/ Mathematics this should happen at least once a week and, in other subjects that are taught less frequently, this should happen for every piece of work.*
- As part of the plenary, pupils will be given the opportunity to reflect on their own learning and to comment on their progress towards meeting the learning objective. This may be in the form of a written comment/smiley face/thumbs up thumbs down.
- Pupils will be given appropriate time to review their marked work, reflect on any suggested next steps and make any necessary improvements.
- All work should be dated. (as appropriate for Key Stage and subject).
- All written comments should be legible.
- All comments will be phrased in language appropriate to the pupils' understanding.
- Closed tasks (*such as some pieces of maths work, spelling tests etc*) may be self marked, peer marked or marked as a class using an agreed code.
- Pupils will be given opportunities to mark their own and others' work when appropriate. They may exchange their work with a critical friend for editing and/or proof reading.
- If a child has written in pencil the teacher should mark in blue; if a child has written in blue pen the teacher should mark in black.

General Marking and Assessment Policy

Key Stage 1 and 2

Written work will be assessed and marked according to the aim of the task and the child's National Curriculum level of English. Mistakes will be underlined by the teacher and the nature of the mistake will be indicated using the following symbols placed inside a large 'C':

	Shown as: on the side/in the margin
Capital letter	C
No capital letter needed	xC
Spelling	Sp or D*
Omissions	^
Unclear meaning	?
Tense	T
Grammar	Gr
Paragraphs	//
Punctuation missing	P
Sp* to indicate a word the child should write using "Look, say, cover, write, check" 3 times	
D for the child to check the word with a dictionary	
P Indicates missing or incorrect use of punctuation.	

When a word is highlighted as "sp" the appropriate adult should write the correct spelling in the margin. The child should then write the word three times in the margin or underneath the completed work. If possible, time should be given during the following lesson for the child to carry out corrections. This may include mathematical calculation errors. If this is not possible, time will be given during the week for children, supported by an adult, to carry out corrections.

If a teaching assistant has assisted a child then she/he should initial the work. Either "I" (independent work) or "WS" (with support) should also be written and initialled by the teaching assistant.

Language work will be corrected, as appropriate, across the curriculum and priority given to subject concepts. Written and oral comments should:

- be positive and constructive so they affirm and celebrate success, and encourage future learning;
- serve to challenge and encourage pupils to reflect;
- encourage high standards;
- give attention to key vocabulary.

The following subject differentiation should be evident:

RE: Reflective comments, written and oral.
Science: Method and understanding.
Maths: The conventional tick and cross will be used.

Children self-assess against Success Criteria and the teacher/TA agrees or disagrees with the judgement through a short comment, tick or stamp. Both TAs and supply staff should initial the work they mark.

Self/peer marking, using a pencil, will be used as an integral part of the drafting/redrafting process.

Foundation Stage

Feedback is given orally to the children as they work. Motivational stamps are used in the children's books. Written comments are made so that staff are able to assess against EYFS profile.

Either "I" (independent work) or "WS" (with support) should also be written and initialled by the teaching assistant/nursery nurse.

Any indiscernible work should be under-written by the adult.

Mastery

At St Martin's we offer pupils the opportunity to master their skills in all subjects.

Where appropriate, Class Teachers will use a mastery task to allow pupils the opportunity to either practise a skill at the expected level or to deepen a skill further. The Class Teacher will indicate which task the pupil is to complete by highlighting the 'Practise' or 'Deepen' heading.

Mastery tasks can be used during a lesson, as part of a plenary or before the start of a new session. Pupils must be given adequate time to complete and reflect upon the task. Class Teachers will mark the mastery task by indicating a tick if correct, well done or a working towards comment.

Monitoring

The Headteacher/SLT/subject leaders will sample pupils' work to monitor consistency and effectiveness of marking and feedback to the pupils. This will be in line with the whole school Monitoring and Evaluation Policy