Believe and Achieve Together

St Mary's CE Primary School

<u>Effective Marking and Feedback Policy</u>

Reviewed: December 2019

Next Review: December 2023

"I pray that you would be rooted and established in love…..
Filled to the measure of the fullness of God"   (Ephesians 3:17-19)

Introduction

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

Please read this policy in conjunction with our other policies:
- Learning and Teaching
- SEND
- Highly Able

The relevant section of our Mission Statement is:
'..working together to provide every child with a high quality learning experience. We support all, as we celebrate achievements …'

Rationale

St Mary'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. Research shows that marking is an important factor in pupil learning, so this policy is crucial for St Mary's Primary School. The 'Effective Marking' model, which we subscribe to states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At St Mary'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.

Principles of Effective Marking

Effective marking should:
- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular
- Allow specific time for the children to read, reflect and respond to marking
- 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
- Involve children in the same process (whether oral or written), to ensure equity across abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- 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.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.

- Give positive public feedback for achievement.
- 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 stamp can be used to acknowledge verbal feedback has been given.

2. **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. Example for older children:

Success Criteria Checklist	
Learning Objective: To practise writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main points and demand	

3. **Peer Marking**

   From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work using a purple pen. This is often linked to 'talking partners'. Children should be trained to do this and ground rules set and displayed (See 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. Children could highlight evidence of success or write a comment on a Post It and initial it.

4. **Quality Feedback Comments**

   Personalised Quality Feedback Comments should be used frequently in all subject areas to extend 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. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. Useful "Closing the Gap" comments are:
   - *A reminder prompt – e.g. "What else could you say here?"*
   - *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he…", "Describe the expression on the dog's face".*
   - *An example prompt – e.g. "Choose one of these or your own: He Ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

   Time is then given for the child to respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

   Staff will use green pen to mark and give feedback. Children in KS2 will respond in purple to their original work.

<u>Monitoring</u>

Marking and Feedback will be monitored by Subject Leaders and will

form part of our monitoring cycle on Formative Assessment and Assessment for Learning.

<u>Review and Evaluation of the Policy</u>

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

Marking Code

✓	The work is correct
.	This is incorrect. Try again.
Sp In the margin. Underline error.	Spelling mistake
Circle letter/number Model correct formation in margin	Letter or number facing the wrong direction
～Wiggly line ?	Does this make sense?
Circle letter Model correct letter	Incorrect use of upper or lower case letters
^	Missing word
	Finger space needed between words
P In margin. Highlight error/improvement	Missing punctuation
/	Space needed
//	New paragraph needed
Date?	No date on work
LO/ Title ?	No Learning Objective/title on work
VF stamp	My teacher has talked to me about my work
Sign name	Worked was marked by a supply teacher or student
Teacher Assisted stamp	I had help from an adult
Φ or Independent stamp	I did this work by myself
✓ T	Target achieved
NS	Next Steps
✓ LO	Learning Objective achieved
DUMTUMS	Layout incorrect

**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.

- Be fair to our partner. We will not talk about their
  work with others.