ST.PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

ENGAGE – INSPIRE - ACHIEVE

The Christian family of St Paul's... moving forward together. A caring, exciting and happy school where everyone succeeds!

Feedback and Marking Policy
September 2018-20

> *'To be effective, feedback should cause thinking to take place.'* **Shirley Clarke**

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

All marking should be manageable, meaningful and motivating.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.

2. Support pupil confidence and self-esteem in learning and contributes to accelerated learning.

3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.

4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes
Four types of marking and feedback occur during teaching and learning at St Paul's:

i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and 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 learning conference with a pupil or in on a group basis.

ii) **'Light' marking of work,** acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at St Paul's.

Non-negotiable Procedures for Marking.

- All marking to be carried out in black pen.

- All marking is to be done in a clear legible handwriting aligned to the school handwriting script (cursive with a lead in line).

- The marking code is to be followed in all cases and should be present in the front of every book. (see Appendix 1)

- The marking code should be accessible to all pupils in the learning environment.

- All pupils' work is to be **at least** 'light' marked by Teacher or Support Staff. Developmental marking should take place in all extended pieces of work.

General Marking

All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked. Preparation work including text maps, plans and drafts in English and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.

In English and Maths, all pupils should have extended pieces of work marked developmentally particularly during the writing process in English and in extended pieces of cross curricular writing. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made.

 In the Early Years Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

When constructing feedback teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned key learning and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines of this policy: to initial work they have supported, identify if work was independent or supported and as

appropriate give feedback verbally or through marking. This work should also be acknowledged by the teacher. Support staff should not be marking whole class sets of books.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. A marking code will be given to all supply teachers within their class information pack on arrival in the school.

Marking in Extended Write Books

Writing within extended write books should be seen as a celebration of writing and an opportunity for children to showcase their writing abilities and therefore does not require extensive written feedback. Children should write their own Key Learning in KS2 and no Steps to Success should be provided in either Key Stage. Children should be encouraged to edit their writing using their 'Purple Polishing Pen' throughout the writing process and time should be provided time at the end of the session to do this. The 'Purple Polishing Pen' allows those looking at work clearly able to see where the child has edited their work to improve or correct their work.

The Key Learning should be highlighted by the teacher using either 'Green for good' or 'Pink to progress' highlighters. Good examples of written skills should be highlighted in Green. Punctuation and spelling errors need not be identified in Extended Write books. At the end of the text, the Extended Writing Next Step marking should be used, and a next time target should be given. E.G. *Please remember your full stops next time, try to use a range of fronted adverbials for where...*

Marking in English

- Marking should be completed against the Key Learning and the Steps to Success.
- Marking may take the form of one of the four processes of marking (see above)
- Identify spelling, punctuation or grammatical errors that have been previously taught. Children should edit and improve during fix it time.
- Where incorrect spellings have been identified the word should be underlined with the highlighter, children should write these words out correctly three times. It is not necessary to identify every incorrect spelling as this can have a negative impact. Focus on the spellings specific to your year group or previous spellings taught.
- Continual errors should be addressed. The same next step/ wish should not be given over and over again.
- During the reading, gathering content and planning stage, detailed marking is not always necessary and light marking can take place. However, children should be provided with a scaffolded or example prompt to move their learning forward.
- During the writing phase, high quality and detailed marking should be taking place using the highlighters, to how good writing skills in green and points to edit in order to progress in pink.
- In Foundation Stage and Year One, stamps can be used in place of written feedback where appropriate.

- Where verbal feedback has been provided, this should be recorded using the VF symbol. A very brief record of what the VF should also be recorded. E.G *VF- capital letters, VF- spelling etc*

Marking in Maths

- Marking should be completed against the Key Learning and the Steps to Success.
- Where verbal feedback has been provided, this should be recorded using the VF symbol. A very brief record of what the VF should also be recorded. E.G *VF- number formation, VF- correct method etc*
- Identify any mathematical errors that have been previously taught. For example: number formation, times tables. Children should be discouraged from rubbing out incorrect answers and should edit and improve this during fix it time using their Purple Polishing Pen, all corrections and edits can clearly be seen. This also aids staff within class to see the progress made through the editing process.
- Continual errors should be addressed. The same next step/ wish should not be given over and over again.
- Numbers need to be correctly formed. Don't accept incorrectly formed digits – always correct and ask them to practise. Children should be taught to use one digit per box in squared books, and they should be taught to line up columns precisely. Work that is not presented correctly must be redone.

Fix it Time

This should happen once learning has been marked.
Provide:
- Any (useful) general feedback to the class/ groups/ individual children
- Time for children to read and respond to the comments made
- Time for children to ask about the comment
- Acknowledgement that the child has fixed it

Pupils' responses should be written with their Purple Polishing Pen, so that it is clear they have acknowledged the fix it comments.

Self-Assessment

Pupils will assess their learning against their Key Learning and Steps to Success. Children will self-assess using the following codes.

R: 'I find this difficult and need help next lesson'
Y: 'I can do this but need more help to feel confident'
G: 'I can understand and do this, and I feel ready for a challenge'

Children should also record the level of support they received through the use of the following symbols.

T- I worked with a teacher today

TA- I worked with a teaching assistant today

�osym ☖ I worked with a partner

☖ ☖ ☖ I worked with a group

Peer Assessment

Peer assessment should take place regularly in Key Stage 2 and should be introduced in year 2. Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This should be done in green pen and the peer assessor's initials must be also left.

Editing

Children should be encouraged to edit their work throughout the lesson and specific time should be given at the end of the session for this. Any editing should be recorded in purple pen.

Equality of Opportunity

 All pupils are entitled to have their work marked in accordance with this policy

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response or the use of visual stamps.

Monitoring and Evaluation

Monitoring of the policy will be done through 'book looks' led by the Head Teacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes. The Head Teacher will also monitor the impact of developmental marking through 'book looks' in both maths and English as part of monitoring cycle to monitor the quality of teaching and learning in the school.

In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. 'Book looks' will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A book look schedule will be used to monitor and feedback will be given to individual teachers.

POLICY REVIEW
The Marking and Feedback Policy will be reviewed every three years or in light of statutory changes

St. Paul's C of E Primary Marking and Feedback Policy September 2018

This policy will be ratified by the Governing Body in September 2018
Signed by Mr W Aitkin (Chair of Governors)   Date 25th September 2018

This policy will be reviewed on or before the following date: September 2020