

St Francis Xavier Catholic Primary School



Marking and Feedback Policy

2019 – 2020

Philippians 4: 13

I can do all this through him who gives me strength.

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/ success criteria for that lesson whenever appropriate. Research shows that children who sustain effort over time will achieve outstanding results.

When children succeed at a task, praise should be directed at their efforts and strategies and detail what the next steps should be through verbal feedback and modelling in future lessons. Equally, if children fail at a task, feedback should be given about effort and strategies and what the next steps should be, again through verbal feedback and modelling in future lessons.

With this in mind, the question should always be of the marker, 'Why am I giving this feedback?' It will be to either motivate the learner and for the teacher to see an opportunity to move learning on by: addressing a misconception; reinforcing a skill or key piece of knowledge; extending the learner's depth of knowledge or ability to do something. The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all staff.

The nature of marking:

Marking should be constructive and help the children to move on in their learning. All learning should be acknowledged. Marking can be done by the teacher:

- To indicate achievement and effort in relation to the learning objective/success criteria.
- To help the teacher give verbal feedback to children how they can improve their work or to provide next steps in future teaching.
- To enhance the child's self-esteem.
- To aid teacher assessment

Peer and individual marking can be done by the children:

- To encourage independent learning through self-checking.
- To be more critical in their approach to their work.
- To aid teacher assessment.
- Using checklists to help children know how they can improve their work.
- Using peers to help make sense of their learning.

Entitlement

The implementation of a positive marking and feedback policy will assist in the assessment of each child's learning and the teaching of the National Curriculum.

Practices and Procedures

Marking completed by the teacher

Verbal

This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written mark or comment of no more than a few words.

Written

This means notes or comments with the use of symbols. Marking should serve as a permanent record for the child, teacher and parent and outside agencies when required. These should include specific improvement suggestions focusing on;

- The effort made and the strategies used
- The qualities of the child's work

Marking prompts may be used by teachers if it is necessary. This would mainly be used in Religious Education. Exemplar prompts are extremely successful with all children, but especially with average or below average children. This prompt gives a choice of answer, word or phrase.

Scaffolding prompts are most suitable for children who need more structure than a simple reminder.

Reminder prompts are most suitable for the more able child; it reminds the child of what could be improved.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups and within special assemblies. Achievement is also recognised by sending the child to the Head Teacher or other teachers for praise.

Corrections

Not every mistake will be corrected. To correct everything is seen as counterproductive to child motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they

can correct them and learn from that correction. Corrections should link to the learning objective/success criteria. However, other non-related errors that a child consistently makes should also be corrected as appropriate. For re-draft and at times, display purposes, children's learning may be copied out, spell checked and amended to produce a 'final' draft, but there would normally be an earlier draft available. There should be examples of children's independent work so that a true picture of performance is evident to teaching staff, children and parents. The marking of written work will vary with the development of the child. At an early stage most marking will be verbal. As children develop they are encouraged to become more independent and use check lists/wordbooks. Marking will then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work for the teacher to mark.

Giving children the time to make improvements

Editing and review is a major part of the English curriculum, which should be permeated through to all subject areas.

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given during the week for children to review their work in light of the comments made, either with the teacher or with a partner. All children have the opportunity to improve their work, based on the teacher's comments, as part of a group when the teacher is working with them.

Implementation of the policy

The policy will be implemented through the use of non-negotiables by all staff. The non-negotiables are as follows:

All children's written pieces of learning will have:

- Children writing the date (numerals for ALL subjects, except English) – a date in Roman numerals may be used in appropriate classes for Mathematics (Y4-6).
- Children writing a title of limited words (4 maximum) that reflects the objective. The intention here is that if the teacher has planned the lesson, the objective is known by the teacher, the demonstration of the target being met will be in learning outcomes NOT titles written.
- Often, learning is responded to by members of the teaching team in green, but you may mark in ANY colour, except purple (the children edit in purple).
- At St Francis Xavier, you will highlight in 2 colours: 'Pink to think' (errors against the target set) and 'Green for seen'.
- All correct answers in response to the learning objective will be highlighted in green (horizontal, or vertical – for longer pieces – lines, NEVER diagonal, for longer successful pieces).
- Incorrect answers in response to the learning objective will be given a pink dot and those teachers intend the child to correct will be highlighted in pink (vertical NEVER

diagonal lines for pieces for longer errors as this can negate any effort the pupil has made and is serving no purpose in terms of progress).

- To address misconceptions in learning (where there may be many errors/pink dots) a Pit Stop activity will follow, or if a large number of pupils make many errors, it will be addressed in future lessons.
- Verbal feedback as and when necessary, provided by any member of the teaching team, one or two words may be used after the letter V is recorded in books.
- If you wish to make a comment, you may do so, in joined handwriting (except for Year 1, joining begins at Year 2 and joining is the expected 'norm' from Year 3). This may be simply a few words, key question/s, comments that consolidate or further learning. Confirmation of meeting the target is not acceptable, e.g., 'Well done, you have used adverbs correctly.' This would not be appropriate if the lesson was related to using adverbs.
- When responding, your writing must be a model of what you expect the most able children to write, thus giving a model for the children to follow.
- A grade to be given (as in previous marking policy) for –

Progress within the lesson:

EP = Excellent progress GP = Good progress

SP = Satisfactory progress UP = Unsatisfactory progress

- A score will also be given (as in previous marking policy) for effort, 1 being best and 4 being least.
- The children may use highlighters of any colour except pink or green, it will create confusion.
- In writing, you will circle (up to 3 for children to correct) words you would expect them to be able to spell (this includes technical vocabulary in Mathematics, Science, RE, History, Geography, DT and Art as well as all other subjects where written work is recorded).
- For the above, you may need to consider how many spelling errors you highlight based on the ability of the child (e.g., any child who struggles with spelling will not benefit from every single spelling error being highlighted).
- Verbal feedback will be given with the letter V to demonstrate where this was given. This may be followed with ONLY one or two words.