

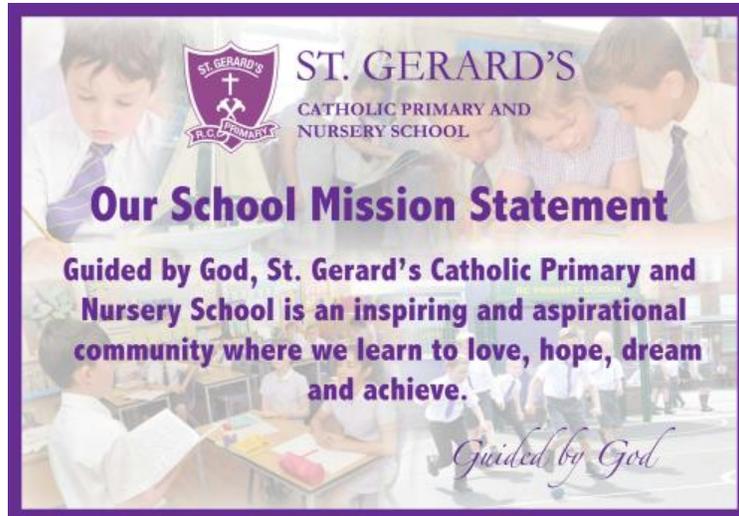


St Gerard's Catholic Primary and Nursery School



Marking and Feedback Policy

Agreed by Governors November 2016
Signed (Chair of Governors) Ms Sharon Miller



SAFEGUARDING STATEMENT



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Marking and Feedback Policy

Policy Date:	October 2017
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	October 2018

Teachers give feedback when they describe what the pupil has done, help the pupil decide what to do next, and provide opportunities for the pupil to do it. Good feedback not only motivates the pupil, but also empowers the pupil to further her learning. Decades of education research support the idea that by teaching less and providing more feedback, we can produce greater learning.

Grant Wiggins

Introduction

At St. Gerard's we believe that the marking and feedback of children's work is a fundamental part of raising standards and providing the best education for the pupils in the school. Feedback can be spoken, written, electronic or any other way of showing a child how to progress. Whatever form it takes, it acts as a signpost to help the child reach her goal. This policy seeks to identify the features of effective marking of recorded work and to ensure that marking acts to ensure that proper emphasis is given to the development of basic skills, knowledge and understanding in the core subjects, whilst maintaining breadth and balance in the National curriculum. The methods of marking work will be applied consistently throughout the school and this will be monitored during the scrutiny of books.

Aims

At St. Gerard's we aim that feedback (including marking) should:

- ◆ Inform the pupils about their achievements.
- ◆ Be timely
- ◆ Be differentiated for the individual learner
- ◆ Be a two way process involving the learner at all times and valuing their voice and feedback
- ◆ Inform staff about the short, medium and long term learning needs of all pupils
- ◆ Reward effort and application as a means of enhancing children's motivation, increased self-esteem & promote learning;
- ◆ Enhance & inform our future planning and target setting, through effective target setting for the next stage in children's learning.
- ◆ Provide a clear picture to parents of their child's progress by assuring them that we have seen the children's work and recognised the effort and learning it represents
- ◆ Provide an overview of the standard of attainment throughout the school.
- ◆ Where possible marking to be carried out prior to a new piece of work. If marking has not been possible this will be explained to the children and relevant verbal feedback will be given to ensure good progress is possible.

Implementation

- ◆ Marking or verbal feedback will always refer back to the learning objective and expected outcomes which will be recorded or made explicit at the beginning of the piece of work. In KS1 the learning objective may be written by the class teacher.
- ◆ The teacher will feedback to the pupils with a stamp that will inform them if they have achieved their learning objective, are working towards their learning objective or have not yet achieved the learning objective this will be supported by positive comments and comment next to a "P" or "Progress" to help children progress or consolidate learning.

- ◆ Beginning at the end of Y1 and throughout KS2 prior to the teacher marking the children will self-evaluate using the traffic light colours to indicate whether or not they feel confident – “I fully understand” (green) “I need more practise”(blue) “I do not understand yet”(red). Marking will be in purple pen.
- ◆ Formative comments will be written at the end of a piece of work indicated next to the stamp what the child has done well and then a progress comment indicated by a “P” or “Progress”. Any verbal feedback will be indicated by “VF”
- ◆ Because, in FS/KS1 a lot of this feedback will be verbally to a group of children, this should be indicated with a “V” or a verbal feedback stamper. This will also apply when a teacher has worked with a group of children as a guided group.
- ◆ All comments will be written clearly in the school handwriting style and should be in easily understood by the child.
- ◆ Spellings will be corrected, when this is appropriate to the task, i.e. are words that the children have been learning as part of their phonics/spelling lessons or are words related to the topic/subject being taught. In a piece of written work spelling errors should be underlines and corrected based on the child’s individual needs so as not to affect the self-esteem or motivation of the pupil. These spelling should then be written out in KS1 and put into children’s alphabetical spelling journals or back of their book in KS2.
- ◆ Punctuation errors should be highlighted in the margin with for the children to correct. In KS1 punctuation errors can be corrected.
- ◆ When marking maths work a tick may be used for correct answers and a dot for incorrect answers. All misconceptions must be addressed and spellings corrected for any mathematical vocabulary. If the work is correct then challenge questions may be given. If the work has deemed a blue stamp then the initials and date are to be shown in the “Pick Me up” book for intervention within 48 hours.
- ◆ Pupils need to be given time to read and act upon any comments corrections.
- ◆ The following code should be used to indicate the level of support given with a piece of work. These should be written in the margin.
 - I = Independent
 - S = Support
 - P = Paired
 - GG = Guided Group work

Dojo points, stickers, house points can be used to indicate effort or achievement.

This Marking & Feedback policy should promote high expectations for all pupils and set high but attainable challenges. Teachers should use assessment information gained from their marking and feedback to inform their subsequent planning and inform their assessments.