

Marking and Feedback Policy

2020



St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."

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

We all need people who will give us feedback. That's how we improve.

Bill Gates

The people who have taught me most are the ones who pointed out what I didn't see.

Sheryl Sandberg

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 their 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 all subjects, whilst maintaining breadth and balance across the National curriculum. The methods of marking work will be applied consistently throughout the school and this will be monitored during the sharing and study of all evidence of learning. Feedback can take many forms and will be used appropriately and specifically to develop enquiry, enthusiasm and progression of all learners. Feedback will be different for mistakes as opposed to error through misunderstanding – this would require further re visiting the teaching either through focus groups or whole class learning. It should help children to become reflective learners and to close the gap between current and desired performance.

***Please see Addendum to Marking & Feedback Policy for the near future, while the coronavirus pandemic continues to have an impact on the way schools are operating, the following measures are being followed in addition to the policy.*

Aims

At St. Gerard's we aim that feedback (including marking) should be used to **inspire** and **encourage** children. Improvement feedback will identify where there are mistakes, misconceptions or room for improvement in a piece of work and allow for children to address an issue, develop or upgrade their work. In relating feedback to their own work and using it to develop, children will be using metacognitive processes and learn to self-regulate effectively. This will encourage an **ambitious** and **determined** attitude to working:

- Inform the pupils about their achievements and celebrate work and effort
- 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
- Raise attainment
- 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 feedback to be carried out prior to a new piece of work. If feedback has not been possible this will be explained to the children and relevant verbal or written feedback will be given to ensure good progress is possible.

Principles:

In order for marking to be effective, it is important that both the teacher and child participate in the marking process. Whenever possible or appropriate, work should be marked in the presence of the child to allow for individualised verbal feedback. When it is not possible to mark when the child is present, children should be given appropriate time to review, reflect and respond to marking and feedback. If a child is not able to read and respond to marking independently, other arrangements for verbal communication and feedback should be made i.e. stampers in Reception/KS1. This is to ensure that the time that teachers spend marking has a significant impact on children's learning and future work.

Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage. Comments to children should be appropriate to the age and ability of the child. Sometimes, particularly in the Early Years, comments are not always aimed at the child but are used to inform parents/carers or other staff of children's learning and development.

In addition, children should have access to the marking codes or stampers used to ensure they understand the meaning of marking and feedback they receive. Children in KS2 may develop their own key for self evaluation. As far as possible, marking and comments should be made in a style that can be understood by the child.

Teachers writing should always be neat and legible. Comments should focus on only one or two key areas for improvement at any one time. Feedback should link directly to the curriculum focus, i.e. in a piece of Science work marking should focus on Science. However, the development of basic literacy and numeracy skills should be a focus.

Children should be encouraged to mark, self-evaluate and peer assess (as appropriate for level of maturity and ability). Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning outcomes and key expectations for the task right from the outset. Whenever possible, marking and feedback should involve the child directly.

The younger the child, the more important it is that the feedback is oral and immediate. Marking procedures and standards should be applied consistently across the school.

Marking and feedback should also be given by teaching assistants following the guidance in this policy. The outcomes of marking should be used to inform teachers' judgements concerning children's progress and to inform future planning.

Marking practices and procedures should be in keeping with the school's overall policy on assessment, and in keeping with the wide range of ways in which the school recognises and celebrates children's achievements.

Marking Strategies:

Summative marking – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

Focused marking- should concentrate entirely on the learning outcome of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

Self-marking – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning outcomes and looking for points for improvement.

Peer Marking– children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Child alone (self-assessment or marking)
- Other children (peer marking)
- Teaching Assistants
- Supply teachers (if marked by supply staff indication should be added to the child's work)

Self-assessment and Marking

Children will be encouraged to mark their own work. Children will mark or correct their own work using a red pen or pencil.

For self-assessment, the concept of identifying personal areas of strength and those to develop will be used. Much of this will be done orally. Children may be asked to review their work against identified success criteria during self-assessment, which can also be used as a prompt for self-correction and editing.

It should be made clear when work has been self-assessed using the code SA.

Peer Assessment and Marking

Children should be encouraged to respond to each other's work using the success criteria as guidance. Children should also use the school's agreed marking codes when marking the work of others. It should be made clear when work has been peer assessed using the code PA.

Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, table's tests, work modelled.

Frequency of Marking

- Marking should take place soon after the work has been completed and handed back
- as soon as possible;
- Marking can take place during the lesson – providing immediate feedback;
- Long-term projects may be marked on completion – children need to be told this in advance.

**Please refer to the Remote Learning Policy for marking work completed remotely

Implementation of feedback & marking when books are unable to be taken home:

- 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 all key stages the learning objective may be typed as a label to insert each day.
- Time must be given to the children to respond to the feedback – whether verbal or marked.
- Effective modelling will ensure that children are able to self-evaluate or peer assess and this must be integral in all lessons.
- The teacher or support staff will feedback to the pupils either verbally, through written comments or 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 comment that facilitates progress and comment next to a “P” or “Progress” to help children demonstrate their ability to apply their learning or consolidate learning.
- Beginning at the end of Y1 and throughout KS2 prior to the teacher marking the children can 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). The children in upper KS2 will mark up their work using a key to improve. 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 underlined 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, topic or Headteacher weekly awards can be used to indicate effort or achievement.

This Marking & Feedback policy should promote high expectations for all pupils. Teachers should use assessment information gained from their marking and feedback to inform their subsequent planning, support plans, timely intervention and inform their assessments.

Covid-19 Addendum – June 2020

Assessment and Subject leads will advise on internal assessments to be carried out upon return to school in order to identify gaps and target planning. These will include Rising Stars, NFER from previous year group and a piece of written work.

No books are to be taken home for marking so 1 set of books will be marked each day – eg. Monday – Maths, Tuesday English, Wednesday – RE, Thursday Topic, Friday – Science so that books are marked and seen at least once a week. However, it is still expected that children will still receive frequent feedback on their work via verbal feedback and in class group feedback which recognises, encourages and rewards children's efforts and progress, providing clear strategies for improvement and opportunities for target setting the case for children's writing, reading and Maths as this is a key school priority.

Children can receive feedback in the following ways:

- teachers ask questions from the front of the class to ascertain and check understanding, or ask children to share progress in their work.
- Whole class marking and editing carried out by the children - answers will be marked as a class during the same lesson wherever possible, so that children can evaluate their own work. This will be particularly appropriate for Maths and reading comprehension activities.
- Children should be encouraged to edit and improve each piece of writing as normal during the same or next lesson.

- Sharing plenaries at the end of every Maths, English, Science and Topic lesson where 2-3 focus children discuss or read their work to the class (with use of the visualiser when possible for Maths and English) - at least 2-3 children in the class should be asked to discuss or share part or all of their work while remaining at their table, so that their teacher and classmates can provide verbal feedback, identifying achievements in relation to the learning objective and success criteria, and any next steps for improvement.
- Teachers should wash their hands before and after removing the child's book and returning it to their table; this should be done later on when no children are present in the room.
- All children to leave books open on the table with the weekly piece of extended writing. The teacher will then be able to move around the class after children have left and look at the work, identifying any follow-up steps to be taken and using the assessment information gathered to inform future planning.
- Teachers should wash their hands before and after closing the children's books and putting them away; this should be done when no children are present in the room.

Should a child/children be accessing remote learning, please follow the Remote Learning Policy for Marking guidelines. Feedback for Remote Learning:

Children will be set work on Seesaw, Learning Packs on the school website and Class Dojo depending on the Keystage they are in. They will also be kept updated with Oak Academy lessons and BBC Bitesize lessons made available by the DfE, to further support home learning. Links to such websites will be available on the Home learning page of the school website, which has been altered to make it more obvious on visiting the page and therefore more immediate to families. As it is not possible to mark this work in the usual way, teachers will instead comment on the work where applicable, for example using the Seesaw comments tool or the voice recording facility. Any marking done in this way will seek to encourage the child's participation whilst at home and further develop their skills and self esteem. Parents (and KS2 children) are able to use Seesaw to contact teachers, so if there is any misunderstanding or further clarity needed by child or parent, there can be a discussion to help further.

With teacher wellbeing in mind, teachers are encouraged not to access Seesaw on a weekend or on an evening, unless they so wish to and this fits better with the home schooling some are also doing at home with their own children. Parents have been advised that there may be a delay in responses to Class Dojo or Seesaw posts.

Completed learning on paper resources will be dropped off as arranged, sanitized and general feedback given to the child/children within 72 hours.

**Agreed by Governing Body:
Date of next Review: September 2021**