

# St. Brigid's Primary School, Glassdrummond.



## Marking and Feedback Policy.

July 2017

### **Purpose and Aims of the Marking and Feedback Policy.**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. A marking and feedback policy helps to promote consistent standards of marking and common methods from one teacher to another.

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

- Marking indicates teacher satisfaction and expectations (positive reinforcement).
- Marking indicates strengths and weaknesses and how the child can improve performance.
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction.
- Marking demonstrates the value and respect due to children's efforts.
- Marking provides an indication to parents about their child's progress.

At St. Brigid's marking will take on several forms:

**Formative:** so that the positive achievements of pupils will be recognised.

**Diagnostic:** so that the strengths and weaknesses of pupils may be recognised.

**Summative:** so that the overall achievements of pupils may be recorded in a systematic way.

**Evaluative:** so that the information gained about pupils' achievements may be used by teachers to make curriculum planning and resource decisions.

### **Assessment for Learning.**

The Five Key Actions of Assessment for Learning according to the Northern Ireland Curriculum are as follows:

#### 1. Sharing Learning Intentions

Agreed learning intentions give students a deeper understanding and ownership of their own learning process. This brings increased motivation and the desire to stay on task for a longer period of time.

#### 2. Sharing and Negotiating Success Criteria

Created by pupils or in conjunction with teachers, clear success criteria aid self-assessment and helps identify the steps needed to complete a task.

### 3. Feedback

This is essential for effective learning and teaching. Strategies such as '2 stars and a wish', comment- only marking or providing prompts for improvement, can help plan the next steps in learning.

### 4. Effective Questioning

Using more open-ended questions, giving more thinking time, using pair share and so on can help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.

### 5. How Pupils Reflect on their Learning

(Peer and Self-Assessment and Self-Evaluation)

Allows pupils to reflect on what they have learnt and how they have learnt it. Using strategies such as traffic lights, thumbs up or useful thinking prompts can encourage pupil self-evaluation.

## **Implementation.**

With these five points in mind, we at St. Brigid's, have agreed upon the following approaches towards marking.

Whole School Beliefs about Marking.

- Marking needs to be completed regularly, kept up-to-date, and promptly returned to pupils.
- Pupils need to understand marking systems, both the criteria for marking as well as the comments awarded.
- Marking should include comments, not just ticks. The comments should not be too cursory. They need to be encouraging, but not merely congratulatory. It is particularly important that the comments tell pupils how to improve their work. 'Well done', 'Very good', 'Excellent' or 'V.G.' on their own, are not considered constructive feedback. The questions should be asked 'very good what?', 'Excellent what?' These types of comments need to be extended, whether or not they are part of the star and wand or traffic light system. For example, if a child has completed an exercise in persuasive writing 'very good use of adjectives in your argument' would be a more constructive use of the term. On other occasions 'Excellent punctuation' or 'Well done, you have followed our success criteria', 'You have achieved our WALT' or 'Very good interpretation of the story' would be considered more effective. At St. Brigid's we do this through positive reinforcement and/or Star and Wish system.
- Whenever possible, marking should relate to the learning intention of the lesson (WALT) or the success criteria set.
- The amount of marking should be manageable for teachers. We are aiming for quality not quantity.

## Key Stage Approaches

The following guidelines are minimum requirements and are expected to be adhered to by all teachers.

### Literacy.

#### Foundation Stage.

- Mark work with stickers or stamps and date it.
- The teacher may provide additional detailed comments to the child's work.
- Verbal Praise
- All comments are to be written clearly so they can be easily understood by the child.
- Written comments MUST be able to be read by the child.

#### Key Stages 1&2

- Ensure the 2 Stars and a Wish system is experienced by the whole class at least termly. Primary 3 will begin to use this system in Term 3 after a significant amount of modelling by the class teacher. The comments should be detailed and, as much as possible, be related to the WALT and/or S.C.
- A range of Peer-Assessment, Self-Assessment and Teacher-Assessment will be used by all classes within these Key Stages. PA and SA may be evidenced through smiley faces/symbols or written comments.
- All other work should be marked and dated.
- Comments should be written clearly. All teachers should use legible writing.

The following symbols will be used in P3

?- question mark required

Sp – Spelling error

. – full stop required

Should an error occur in the letter case which the child has used (upper or lower) the incorrect letter usage will be circled so the child can make changes.

The following symbols will be used in P4 classes:

gr – grammatical error – the error is underlined and the key is used in the margin

?- question mark required

c- lower case letter required

C – Capital/Upper case letter required

Sp – Spelling error

. – full stop required

The following symbols will be used in P5, P6 and P7 classes:

gr – grammatical error

p- punctuation error

c- lower case letter required

C – Capital/Upper case letter required

Sp – Spelling error

() – text within brackets does not make sense

Spelling, grammar and punctuation will not be corrected in all work if we are marking towards the learning intention for the lesson. Correcting every error would impact upon a child's creativity and confidence. However, if a child has consistently misspelt an important word it should be corrected and brought to fluency e.g when studying the topic of electricity in WAU lessons, children should be expected to spell the technical vocabulary correctly (conductor, insulator, current etc.). In Literacy it would be likely that the spelling, grammar and punctuation would be touched upon in the 'wand' and also in the final piece of writing of the writing focus.

## **Numeracy**

### **Foundation**

- Teachers will use tick for correct answers
- Incorrect answers will be marked with a dot and after correction by the pupil the answers will be ticked.
- P2 (and P3 where appropriate) will use a dot and a square beside it for correction.
- Verbal praise.

### **Key Stages 1&2**

- The conventional symbols of a tick and dot will be used where appropriate. If a task has gone badly wrong the teacher may ask the child to repeat the task once it has been discussed again with the individual/group/class or the teacher may provide a written scaffold with step by step instructions for the child to follow to aid them in correction.
- All other work in between should be marked and dated.
- Tables/Progress tests will receive a numerical score.

## **World Around Us/PDMU/The Arts**

### **Foundation**

- Mark work with stickers or stamps and date it.
- Mark work with written comment and date it.
- Verbal praise.
- All comments are to be written clearly so they can be easily understood by the child.

### **Key Stages 1 and 2**

- Marking should be connected to the learning intention or success criteria and focus should NOT be on grammatical and punctuation errors.
- All other work should be ticked and dated by the teacher.

## **Homework**

### **Foundation**

- Marking should be dated and initialled.
- Where many errors occur teacher will give written feedback indicating how to improve.

### **Key Stages 1 and 2.**

- Marking should be dated and initialled.
- All individual questions should be corrected either by the children or the teacher.

*St. Brigid's P.S. website will endeavour to aid parents with regard to strategies relating to homework particularly regarding numeracy.*

## **Self and Peer Assessment**

All teachers use self and peer assessment across the curriculum areas. The children are able to assess their work by compiling a list of success criteria at the beginning of the lesson with the teacher and checking their work against these criterion when they have finished. This will be done in the form of W.I.L.F. (What I am looking for). Children should have the opportunity to carry out this form of assessment. Teachers may also decide to adopt the traffic light system to help the children self-evaluate their work. They may indicate their level of confidence in a topic by using an appropriately coloured dot. This works particularly well with less able children.

Marking will be monitored through 'book lifts' carried out by the Principal, Vice-Principal and/or subject co-ordinators.

## Reviewing Our Procedures

The Marking and Feedback policy is regularly under review and it will be reviewed by staff and governors on an annual basis. It will however, be modified during this time if and when found necessary to meet any changes required ie the needs of the pupils, parents and staff and/or those changes required by EA/CCMS/DENI guidelines.

**Signed:**

(Chairperson of the Board of Governors)

**Signed:-** \_\_\_\_\_ (Principal)

## Teacher guidance document.

The following symbols will be used in P3

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The following symbols will be used in P4 classes:

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The following symbols will be used in P5, P6 and P7 classes:

gr – grammatical error

p- punctuation error

c- lower case letter required

C – Capital/Upper case letter required

Sp – Spelling error

() – text within brackets does not make sense

- All work to be marked and dated.
- 2 stars and a wish to be used at least once per term.
- Evidence of Peer and Self-Assessment throughout the year (smiley faces/symbols for younger children, comments for older children).

**Peer assessment** 😊 😞, “you need a little more practice on rounding numbers”, “you added excellent adjectives to make your paragraph descriptive”. The use of peer assessment will be modelled by the teacher throughout the year.

**Self-Assessment** – traffic lights or



smiley faces to show understanding 😊 😊

Or through written comments – “I feel confident when using conjunctions to extend my writing.”

“I can multiply by 10 by moving the digits one place to the left and adding zero as a placekeeper.”

Self-assessment comments will be modelled by the teacher throughout the year.

Comments such as ‘good’, ‘excellent’ etc are not deemed to be appropriate feedback comments – they must attend to the success criteria.