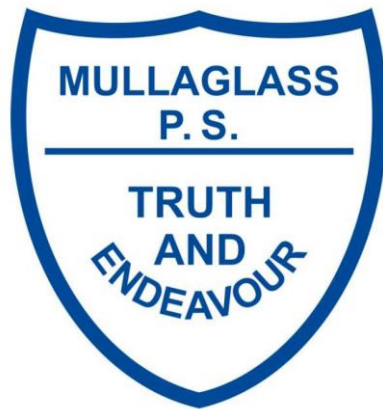


Mullaglass Primary School



Effective Marking and Feedback Policy

October 2024

Introduction

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Mullaglass Primary School.

Purpose and Aims of the Marking Policy

Assessment for learning is a vital part of raising pupil achievement. Purposeful feedback encourages children to focus on improving their work as recommended by the teachers' comments. 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. This policy helps to promote consistent standards of feedback and marking throughout the school.

At Mullaglass Primary School, we aim to:

- Provide consistency and continuity in feedback and marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

At Mullaglass Primary School feedback and 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.

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. WISH – reacting to feedback from teacher enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished.
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

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, using marker on their written efforts, thumbs up or useful thinking prompts can encourage pupil self-evaluation

Principles of Effective Marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set
- Be consistently followed by teachers across the school in line with the Effective Marking and Feedback Policy
- Positively affect the child's progress.

Subject specific marking

LITERACY

Foundation Stage can include:

- Immediate marking of the work by the teacher when possible. Students act immediately to in-class feedback.
- Teacher/Classroom Assistants giving verbal feedback during lessons to small group individuals. Students act upon this feedback.
- Sessions for reacting to teacher feedback – teacher working with small group the following day.
- Observations during Play Based Learning.
- The majority of feedback will be given verbally. Codes (page 11) may be used where pupils are reaching a level of independence within learning.

Key Stage 1 can include:

- Immediate marking of the work by the teacher at the pupils' desk. Students act immediately on this during in class feedback.
- Teacher giving verbal feedback during lessons. Students act upon this feedback.
- Modelled- pupils consider their current learning against a good example and then improve their piece of work.
- Scaffolding- A pupil has a misconception or error, and the teacher provides a scaffolded response to get them unstuck and to make progress.
- Find and Fix- Signposting work to improve with a clear focus. E.g., Question 2 has an error in spelling. Find and fix.
- Consolidation- A pupil needs more practice, or the teacher wants to assess if they are able to demonstrate a skill independently.
- Self-Assessment according to success criteria, use of a checklist.
- Peer Assessment - checklist –this will be modelled by teacher and used as pupils move through the key stage.
- Year 3 and 4 pupils mark their own work in lessons when appropriate.
- Self-Assessment according to success criteria, use of a checklist.
- WISH- see Focus Marking Section.

Key Stage 2 can include:

- Immediate marking of the work by the teacher at pupil's desk. Students act immediately on this during in class feedback.
- Teacher giving verbal feedback during lessons. Students act upon this feedback.
- During lessons teachers ask questions from the front of the class to ascertain and check understanding or ask children to share progress in their work.
- Modelled -Students consider their current learning against a Modelled piece of work.
- Sharing good examples of students' work at appropriate points in the lesson to allow students to reflect on their own work and share ideas for improvement.
- Scaffolding- The teacher highlights misconceptions / incorrect work. Students act upon this feedback.
- Find and Fix- Signposting work to improve with a clear focus. E.g., Question 2 has an error in spelling. Find and fix.
- Pupils mark their own work in lessons where this is appropriate eg spelling etc. Pupils are encouraged to edit, rewrite, and improve each piece of writing during the same or next lesson.
- Self-Assessment according to success criteria, use of a checklist.
- Peer Assessment - checklist for Success Criteria
- **WISH- see Focus Marking Section**

NUMERACY

Mistakes

Teachers simply indicate when a mistake has been made. The child should be encouraged to correct the mistake. Mistakes should be highlighted using the marking code (Page 11).

Misconceptions

Ideally misconceptions should be planned for. When they occur in work, teachers will address them. This may involve formative written feedback on their work and / or verbal feedback. Verbal feedback should be recorded.

Problem solving

All problem solving and investigation work provides opportunities for extended feedback from teachers. This may take the form of verbal feedback when appropriate but will usually be in written form. This should give insight in to how the child has carried out the problem and what they can do to improve their work in the future.

Foundation Stage

Age-appropriate marking is used in the Foundation Stage. When a teacher has addressed a misconception with a child orally, verbal feedback or a similar comment will be written on the book. The focus is on practical work where pupils have opportunities to develop skills.

When marking calculations, incorrect work will be identified (circled/underlined/dot), and pupils will be given the opportunity to respond. Number reversals will be corrected.

Key Stage 1

Pupils will be taught how to check for errors in key stage 1 using practical equipment and use of whiteboards. Teachers will model work on the IWB to show how to record their calculations

and methods. Teachers will work with groups and individuals when there is a need for reinforcing. The teacher may give extra examples to consolidate a skill independently or to provide challenge.

When marking calculations, incorrect work will be identified (circled/underlined/dot), and pupils will be given the opportunity to respond. Number reversals will be corrected.

Key Stage 2

Pupils can work in groups to compare answers and where answers do not agree, challenge each other, and try to find where the error has been made.

Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt. Otherwise, they might just scan through their work, reading but not really thinking. For example, pupils might repeat a calculation in a different coloured pen or at the side of the page and check they have the same answer.

When marking calculations, incorrect work will be identified (circled/underlined/dot), and pupils will be given the opportunity to respond. Number reversals will be corrected.

Self-Assessment

Foundation Stage – A smiley face stamper will be used for the pupils to indicate how they found the activity.

Key Stage 1 – Pupils will use thumbs up/down and a traffic light to indicate how they found an activity, so that support can be given.

Key Stage 2 – Pupils will use a traffic light to indicate how they found the activity and if more support is required. Pupils can also write a note to the teacher on their page.

WISH

Focused marking -

Focused marking is linked specifically to the Learning Intention of the lesson and Success Criteria which is agreed by the whole class at the beginning of the lesson.

A WISH should be indicated where applicable and should be clearly visible. When focused marking is used to give a Wish, the teacher may use different types of prompts depending on the task involved and the ability of the child. Examples of these are:

Positive Comments	WISH
I love the way you... I like the way... You have shown me... I think you...	Next you need to... Next time... Your next step is... Remember to... Your target is to... To improve you could... Perhaps you could...

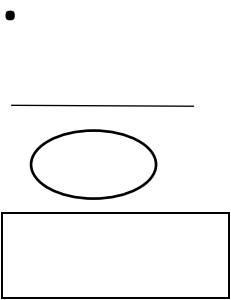

- A reminder - Look at last lesson for the correct spelling
- A challenge - 'can you think of a better word than 'bad''
- A scaffold prompt - 'what kind of monster was he? Change bad for a word that makes him sound scarier'.
- Example prompts - 'Try one of these words or your own instead of 'bad' – ferocious, terrifying, evil' Positive comments.
- There should be evidence of 'Two Stars and a Wish' in children's books.

- The comments should be related to the WALT and/or Success Criteria.
- Self-assessment – Checklist for Success Criteria when pupils have completed activity.
- Peer Assessment – Students to peer assess another pupil’s work. Pupils then use what they have learnt from this activity to go back and improve their own piece of work. Using Checklist for Success Criteria
- Comments should be written clearly.

Monitoring and Evaluation

Marking and feedback will be monitored by subject co-ordinators. Teachers will submit samples of work to the core co-ordinators showing pupils responding to feedback.

Marking Codes

Symbol	Used for
✓	correct
WS	With support (adult)
VF	Verbal Feedback given
GW	Group work
I	Independent (when applicable to show progression)
	Correction required
	Green pen to indicate pupil marked work