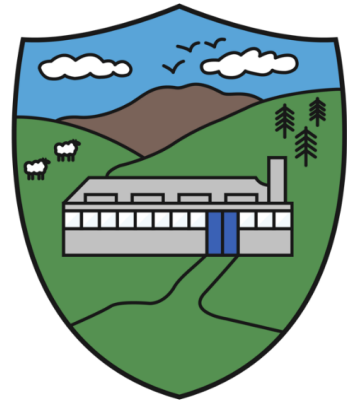


# St. Paul's Primary School

## Marking & Feedback Policy



### Purpose

The purpose of this policy is to make explicit how children's work should be marked and what feedback should be given.

### Rationale

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives. 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. It will also enable teachers to use assessment to inform future planning.

### Aims

- To acknowledge effort and attainment.
- To involve children in their learning, by giving regular verbal and written feedback so that all pupils know and understand where they are in their learning, where they are going
- To give suggestions for improving learning.
- To correct mistakes and offer encouragement.
- To assess children's learning against stated learning objectives.
- To involve children in their learning by providing regular opportunities for self and peer assessment within lessons.
- To provide time for children to respond to oral and written feedback and to discuss the improvements made.
- To involve children in whole group shared marking, appropriate to their age, which allows for discussion and analysis in a secure environment.

## **In practice:**

### **Summative Feedback Marking**

This usually consists of ticks and dots and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups for instant feedback.

### **Formative Feedback Marking**

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly, on other features. (VF in books)

### **Quality Marking**

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both the agreed success criteria against the learning intention, and improvement needs. Focused comments should help the child to 'close the gap' between what they have achieved and what they could have achieved.

### **Good Practice Guidelines**

#### **Highlight**

Teachers highlight aspects against the learning intention and identify where improvements against the learning intention could take place, including a 'closing the gap' comment.

- ✧ A **reminder** prompt - "What else could you say?"
- ✧ A **scaffold** prompt - "What was the dog's tail doing?" "The dog was so angry he ..." "Describe the expression on the dog's face."
- ✧ An **example** prompt - Choose one of these or your own. "He ran in circles looking for the rabbit." / "The dog couldn't believe his eyes."

Teachers use the "Two Stars and a Wish" approach with each child at least once per term.

Other practice may include: A smiley face/stamp/sticker if WILF is achieved, grammar points written out by the teacher or the use of "Traffic Lights."

#### **Self Evaluating**

Children are given opportunities to self evaluate. Children are encouraged to identify their own successes and look for improvement points. The plenary is used to focus on this process as a way of analysing learning.

### **Shared Marking**

This involves using pieces of children's work from other classes to mark as a class. This models the marking process and teaches particular points alongside.

### **Paired Marking**

Children throughout the school are encouraged to mark work with a partner. Children are also encouraged to suggest ways to improve the piece using the modelling process demonstrated by the teacher.

### **Focused Feedback**

Children are only provided with feedback about the things the teacher has asked them to pay attention to. Spelling, punctuation and grammar are not marked in every piece.

### **Teacher Marking**

Teacher marking with child alongside, giving mainly oral feedback. (Book is initialled 'TMC' (teacher marking with child)).

### **General Guidance**

- ✧ Work is titled and dated.
- ✧ Learning intentions are identified where appropriate.
- ✧ Coloured pen is used to highlight feedback.
- ✧ Marking, whether verbal or written, should be given by teachers and/or classroom assistants regularly and as soon after the completion of a piece of work as is possible.
- ✧ Lessons should be planned, especially in literacy and mathematics, so that time can be allowed to give proximity feedback.
- ✧ Wherever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings.
- ✧ When work has been distance marked, (using formative, quality marking), time should be given for children to read and then make a focused improvement based on the improvement suggestion(s).