



MARKING AND FEEDBACK POLICY

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MISSION STATEMENT

Our mission statement:

"learning together as we walk in the footsteps of Christ"

underpins all that we do at St. John Fisher R.C. Primary School

Signed (Chair of Governing Body)

Date.....

Introduction

We believe feedback and marking should provide constructive support for every child, focusing on success and improvement needed against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

"Self- esteem is the most significant factor in being a successful learner."
(Enriching feedback in the Primary Classroom. Clarke 2003).

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning. Marking should focus on learning objectives and by its nature assess whether such learning has taken place. This policy applies to all curriculum areas.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous individual targets and assessments.

Marking is only of value if comments are read and responded to/regarded.

Ideally, marking should become part of a developing dialogue resulting in pupil progress, for example; a pupil writes, the writing is marked and in her/ his subsequent work, the pupil incorporates suggestions. Marking will take on a positive, rather than negative, form.

Good Marking and feedback at St. John Fisher Primary School should:

- Be manageable for teachers
- Focus on learning objectives and success criteria, which need to be shared with the children
- 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
- Allow specific time for children to read, reflect and respond to marking
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Take an impassive (comparative) approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning outcome
- Respond to individual learning needs, marking face-to-face with some and at a distance for others
- Inform future planning and individual target setting ./ Be accessible to children
- Ultimately be seen by children as positive in improving their learning ./ Encourage and teach children to self-mark wherever possible.

Tickled Pink and Green for Growth

The school will use pink to highlight areas in a piece of writing children have met their success criteria. We will use green to highlight "growth" areas. This activity may be used either by staff or by children as a "self-marking" exercise. We believe this system will give clear next steps while remaining positive.

Strategies: Summative feedback / marking

This usually consists of ticks and crosses and is associated with closed tasks or exercises. All work should be marked against the learning objective and point out what has been achieved, not achieved or partially achieved. Further information also gives a context to the marking.

In these tasks, wherever possible, children should self-mark or the work should be marked as a class or in groups as well as by the teacher. All children write in blue pen or pencil at St. John Fisher Primary School, so teachers will mark in green.

Formative feedback / marking

Oral feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning objective and success criteria. Oral feedback is usually interactive and developmental. It may give reassurance or a quick check on progress. With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning outcome and secondly, on other features.

Quality marking in all subjects

Teachers need to decide whether work will simply be acknowledged or given detailed attention. All children should have a quality comment at least once a week in their books.

When giving written feedback please consider:

- Can children read your comments?
- Can they understand your comments?
- Do you allow time for them to read your marking?
- Do you allow some time for improvements on the work to be made before moving on to the next activity or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

Quality marking should not only focus on the target groups. Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both successes against the learning outcome and improvement needs against the learning outcome. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'what else could you say about the prince?', say something about the prince's personality'. 'Try one of these words; handsome, elegant, arrogant') With English narrative writing, codes can save time and make the feedback more accessible to the child; highlight three things (maybe two or even one per child with younger children) which are best against the learning objective and put an arrow where improvement against the learning improvement could take place, including a 'closing the gap' comment.

Where codes are inappropriate, success and improvement should be pointed out verbally or in written form. Useful 'closing the gap' comments are:

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

Secretarial features

Spelling, punctuation, grammar, etc, should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many, things in one space of time. When work is finished, ask children to check for things they know are wrong in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Self marking

Children are encouraged to look for their own mistakes. Children should self-evaluate wherever possible. Children can identify their own two stars and a wish by acknowledging their own successes and looking for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Shared marking

Using one piece of work from a child in another class to mark as a class, using OHP or the IWB, at regular intervals, models the marking process and teaches particular points at the same time.

Another strategy is to show two pieces of levelled work, with the same title, and discuss their different.

Paired marking

Before the ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

Paired marking should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this. Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action. Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, and then put up as a poster. Children should, alternatively, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, but only against the learning outcome and not spellings, etc. The 3: 1 success to improvement ratio should be followed, to avoid over-criticism.

As a guide the following points are important:

- Pairings need to be based on someone you trust - best decided by teacher.
- Pairings should be ability based, two middle, two brighter or one middle and one lower together.
- Encourage a dialogue between children rather than taking turns to be the 'teacher'; they should discuss each other's work together (e.g. 'I think this bit really shows how that character feels, what you think?')

Organisation

The first 5-10 minutes of a lesson should, wherever possible, be used:-

- To encourage children to read the teacher's comments in the first lesson of the day.
- Where possible get around the class to establish understanding and act on it where the work is too 'easy' or too difficult.

Where possible, children should be encouraged to self-mark

Set less work, especially in literacy and mathematics, so that time can be allowed to go through work and mark as a class.

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, time should be given for children to read and then make one focused improvement based on the improvement suggestion (linked with the arrow when codes are used). In order for the marking to be formative, the information must be used and acted on by the children.