



# ST.BEDE'S R.C.V.A

## PRIMARY SCHOOL

*St Bede's is a community*

*Of faith, love and respect*

*Inspiring us to achieve*

## **Marking and Feedback**

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### **Policy**

Policy Dated- April 2018

Adopted by St Bede's Governing Body

Date next reviewed- April 2020

Headteacher Signed- T Worrall

Chair of Governors Signed- J. Gallagher

**Purpose:** Marking and feedback has three purposes.

To help pupils:

1. Understand what they have done well
2. Understand how to improve
3. Make visible signs of improvement as a result of feedback.

The Visible Learning Grid will be the key driver in all feedback given. It is to clarify for teacher and child, what is to be learned and how effective that learning is. Pupils are trained to access these grids and make initial self or group assessments against the success criteria. This assessment is when verified or in some cases challenged by the teacher. Both teacher and child are to look for evidence of attainment in the work and identify next steps in learning. (see appendix)

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given at the start of a lesson to act upon guidance so that pupils may act upon it and make improvements.

Frequency of marking should be sufficient to support pupils' learning. Every VL grid should be marked as soon as possible after completion by child (certainly within 1 week)

Work may be acknowledged in a number of ways including: teacher marking (highlighted, comment only or coded, peer marking or self-evaluation. There should be a 'healthy balance' between methods used.

Where appropriate, it is helpful to check for an understanding and accuracy during the lesson thereby providing immediate feedback on work in progress.

### **Marking Methodology**

Below is a list of the methods for marking and teachers need to use professional judgement of which to use. All children need to be made aware of the marking methodology at their age appropriate level.

#### **1. Teacher Marking**

Teachers will use red pen.

#### **2. Pupil Marking**

Where appropriate pupils will self-evaluate or mark their work in green. They will also record their responses to marking in green.

#### **3. Highlighted Marking (where appropriate)**

Teachers and pupils will mark work according to the Learning Objectives and Success Criteria.

Green highlighter = Green for Good meeting objective (through work and not margin)

Pink Highlighter = Pink to think and area for development-next step in learning.

#### 4. Comment marking

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, scaffolded (steps) and example prompts, as appropriate to help the pupils understand. This may be done through comments, questions, discussions or diagrams that help the pupils to understand.

A **challenge** prompt (e.g. choose a better word instead of nice/up level).

A **reminder** prompt – reminding the child of the SC (What else could you say here? Use open questions only).

A **scaffolded** prompt – modelling what the child needs to do (e.g. What was the dog's tail doing?, describe the expression of the dog's face).

An **example** prompt – providing examples that demonstrate progression ( e.g. Choose one of these or your own: He ran around in circles looking for the rabbit/ the dog couldn't believe his eyes).

#### 5. Shared Marking

Use one piece of work to mark as a class using the visualiser or scan to model the marking process and to highlight the teaching points. This could be a piece of work from another class or from within the class (anonymously). Another strategy is to show two pieces of levelled work, with the same learning objective, and discuss their differences.

#### 6. Peer Marking/self-assessment

Where appropriate, pupils should sometimes be asked to mark work in pairs. The following points should be noted:

- Peers to use purple pen to distinguish difference between 'markers'
- Pupils need to be trained to do this, through modelling with the whole class, watching the peer marking in action
- Pairings should be decided by the teacher
- Pupils should be encouraged to enter into a dialogue about the work as opposed taking turns to be 'teacher'
- Children initial when they have marked

#### Codes – may be used when appropriate

**VF:** Verbal feedback/discussed with pupil

**A:** Worked with adult support

**S:** Supply teacher (record at end of the piece of work)

**I:** independent

**SP** ~~~~~ spelling

**?** muddled

**^** omission

## 9. Guidance for Pupils

Where time permits, pupils to be encouraged to edit their work and/or their work of their talking partner, using a **purple pen**.

### Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

### Evaluation

Frequent work scrutiny and discussions with the pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

### Appendix

Visible Learning Grids (VL) should have measurable success criteria (max of 5) starting with an imperative verb, the children and staff can assess against these. Differentiation may dictate more than one VL grid per class or the success criteria may support differentiation. There should also be a challenge on the VL grid to extend the children and push towards Greater Depth/Mastery – Challenge my learning. If work was not completed for unforeseen reasons please write N/A in teacher box. Grids completed with Comic Sans font.

The children complete their part of the VL grid at the end of session using either a tick or cross. The teacher then marks using the same tick and cross system. There may need to be a comment written in there e.g. some, not yet (to encourage a growth mind-set)

 Visible Learning Grid St. Bede's Primary School 		
<b>Learning Objective</b> To be able to describe penguins.		
Me		Teacher
	write describing words in the bubble map	
	add my own bubbles	
	write 4 sentences using the words	
	Challenge my Learning- join two sentences with <b>also</b>	

 Visible Learning Grid St. Bede's Primary School 		
<b>Learning Objective</b> To count in 5s up to 50		
Me		Teacher
	circle the multiples of 5 on the number line	
	write the missing numbers on the line	
	read the sequence of numbers	
	Challenge my Learning - fill in the missing number calculation	