

Sacred Heart Primary School

Jesus at the Heart of All That We Do

Feedback and Marking 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.

In Sacred Heart Primary School we believe that each child is unique. We strive to develop and celebrate their human potential given by God and enhance their individual talents in all that we do. The purpose of our Feedback and Marking Policy is to ensure that through meaningful monitoring and encouragement each child may reach their potential and share in the celebration of their work with others.

"The most powerful single moderator that enhances achievement is feedback"

Hattie, J. (1992) "Towards a model of schooling: a synthesis of meta-analyses", Australian Journal of Education, 36, 5 - 13

We believe that each child has the right to achieve to the best of their ability, irrespective of race, gender, religion, creed or ability. Feedback should motivate pupils and enable them to achieve to the best of their ability.

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. Effective feedback ensures the active involvement of pupils in their own learning and allows pupils to become reflective, independent learners by enabling them to:

- Recognise their achievements and successes.
- Identify with pupils where improvements can be made.
- Facilitate future learning.

Aims

Through the implementation of this policy we aim to provide quality feedback which contributes to effective teaching and learning. We aim to raise standards of achievement and attainment for all pupils by;

- Ensuring that the ownership of this Feedback and Marking Policy is shared by pupils, teachers, teaching assistants, parents and governors.
- Fostering a positive attitude towards lifelong learning by raising self-esteem, improving motivation and growth mindset and rewarding success.
- Recognising, encouraging and rewarding pupils' efforts and achievements in order to celebrate success.
- Involving pupils as partners in their learning by enabling them to engage meaningfully in self and peer assessment whilst providing them with opportunities to become aware of, and reflect on, their learning needs.
- Provide pupils with information about how well they have met the learning objectives and what they must do in order to improve.
- Providing teachers with information about pupil progress in order to inform planning of subsequent teaching and learning which will effectively support and challenge all pupils.
- Involving pupils in setting realistic and challenging next step targets.
- Enabling pupils to engage meaningfully in self and peer assessment when reviewing their own learning.
- Encourage the progress of each child and provide a continued record of their achievements, providing evidence for assessment.
- Providing information and reports for all stakeholders e.g. parents governors, subsequent teachers and schools.
- Marking and feedback will ultimately be seen by pupils as a positive approach to improving their learning.

Procedures:

- Practice will be consistent across the whole school and will reflect whole school policy, (Teaching and Learning, Assessment, Recording and Reporting, Feedback and Marking, Behaviour and Equal Opportunity).
- Learning objectives and the success criteria will be shared and embedded throughout the teaching and learning process.
- The plenary of a lesson, and subsequent intervention groups and lessons, will provide opportunities for reflection on how well learning has met the objectives as well as provide opportunities to edit and improve work.
- Feedback will be given to pupils promptly and regularly.
- Feedback will focus on the learning objective, criteria for success and/or individual or group targets.
- We actively promote children working independently, in pairs or in groups to further their learning and apply their learning in a variety of different contexts.
- Feedback will indicate how well learning has progressed towards the learning objective and will provide information for the pupils on the next steps they need to take. This may be through instant verbal feedback or written feedback such as tinkled pink/green for growth highlighting or the use of effective marking stickers.
- Pupils will understand the feedback and marking systems and all written comments will be clear and legible.
- All written work should be dated by pupils and will be acknowledged in some way, by the class teacher or as appropriate by another adult, to show that it has been read.
- Pupils will be given opportunities to read and reflect on the feedback and make necessary improvements. Where possible, immediate verbal feedback will be given as this is most effective and will have greatest impact on learning.
- Information will be used to inform/adjust planning of subsequent teaching and learning.
- Opportunities will be given for shared marking which models the marking process and the improvements necessary to meet the learning objective.
- Pupils will be taught the skills and strategies to review and assess their own work and that of their peers.
- Spelling and Punctuation will not be marked in every piece of written work. However, pupils will be taught to read through completed work and make corrections/ improvements. (Please refer to Spelling Guidelines Appendix A).
- Good work and achievement will be celebrated during assembly time. Children may be awarded a Star Pupil Certificate. Stickers, smiley faces, housepoints, class dojo points, stars or stamps (as well as individual class incentives) may also be used to reward effort and good pieces of work. The head teacher will welcome

children with very good pieces of work to acknowledge effort and achievement. KS2 office have postcards that can be sent home.

- Supply teachers are required to mark and initial work covered.
- HLTAs have a stamp for work. They are not expected to mark unless leading a RWI group. Teachers are to review the work.

Forms of Feedback and Marking

The method of feedback and marking will vary according to the purpose and task. Where appropriate, work may be annotated to indicate the level of support given or independence used for a particular piece of work. The sole focus of feedback is to further children's progression through the curriculum. Feedback should empower children to take ownership for improving their work. Timely and purposeful feedback furthers learning and enables staff to adjust planning and learning from this. Feedback can be instant and has impact as every piece of work is valued. Talking and listening to the children is essential to this model.

Verbal Feedback

Sacred Heart Primary recognises the importance of children receiving regular verbal feedback. The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. After work has been discussed, the teacher will acknowledge this with their initials and 'ds' (some teachers may use a 'We have discussed this' stamp). In Foundation the staff focus on giving oral feedback but may write a comment with the child. Staff also write comments on the back of work as part of the process of gathering information for the Early Years Foundation Stage Profile. Staff in Foundation Stage will also collect evidence for children's EYFS using Target Tracker. In FS & KS1 the use of VF codes (Appendix C) are shared with children and used on work. These highlight the next steps to improve work. VF work to be stamped/written on by any adult who has provided this. A VF summary sheet (a single side of A4) highlighting specific actions/comments will be produced for VF whole class feedback. Children will be given time to act upon comments through editing, support or challenge.

Written marking and feedback

Formative Feedback/ Marking (Please refer to Appendix B –Quality Marking):

Quality feedback and marking is used to inform pupils how they can improve their work. The work will be assessed against specific, clear, success criteria dependent on the aim of the task. All teachers in KS2 aim to Quality Mark at least one verbal feedback piece a week as well as an extended writing once a term in writing folders. At least once a week, this feedback may be given orally with specific next step comments provided, particularly for younger pupils. Quality marking will also be used for at least one piece of writing a term which is filed in children's writing folders. Staff underline/highlight in pink pen for

good examples of work relating to the objective and underline/highlight in green pen for areas that need improving ('Tickled pink and green for growth').

Impression Marking

This type of marking is used when assessing whether or not a basic idea or skill has been grasped. On these occasions a more detailed comment is required. Our comments should be legible and intelligible to the child. We will use the margin or an appropriate space such as the bottom of the page in order to avoid interfering with the overall appearance of the work. The use of effective marking stickers will be used to support this – these include references made to the learning objectives and may include questions to support next step learning.

Acknowledgement Marking

On these occasions the teacher will have closely observed and been involved in the stages of work and therefore there will be an acknowledgement of the pupils' level of achievement towards the learning objective. A tick, teacher's initials or date and simple comment is all that is required. The use of effective marking stickers will be used to support this – these include references made to the learning objectives.

Self-marking

During editing lessons of 'Pen of Power' or 'Voice of Power', children are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary, or the initial part of the following lesson, may then focus on this process as a way of analysing the learning. Children will be asked to annotate their work using an agreed code such as the traffic light system or-



- Understood



- Understood but may need some more work on this



- I need some help

Closed tasks (such as maths tasks) may also be self or peer marked. In maths, questions are marked with children during the lesson by all adults in the room to provide instant feedback as well as assess extra support or extension work needed. This also provides assessment for intervention/booster work for that day before the following lesson.

Shared Marking

Teachers sometimes use one piece of work from an unnamed child to mark as a class, on the interactive board or visualiser. This enables the teacher to model the editing and marking process and teaches particular points at the same time.

Paired Marking

Children sometimes mark extended writing work in pairs. The use of ‘pen of power’ and ‘voice of power’ strategies are used during specific editing lessons. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Pairings should be considered carefully.
3. Ground rules should be decided as a class and adhered to.
4. Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
5. Encourage a dialogue between the children rather than one child being the ‘teacher’.

Pupils may exchange their work with a critical friend for editing and/or proof reading. Pupils will be encouraged to discuss their own work and that of others. They, as well as staff, should be an audience for their work.

Planning, Monitoring and Evaluation

It is the responsibility of our Governing Body to agree and then monitor the school Feedback and Marking Policy. The committee of the governing body for curriculum issues does this together with the Head teacher and Co-ordinators as appropriate. The Head teacher will report to the Governors in the termly report on issues relating to this policy as appropriate.

This policy will be monitored by;

- The head teacher, SLT and subject co-ordinators will sample pupils’ work to monitor consistency and effectiveness of marking and feedback to the pupils in conjunction with the managing and monitoring of the Curriculum.

*This policy will be reviewed annually by the whole staff and Governing Body.
Reviewed 11 September 2019.*

Useful publications:

- Unlocking Formative Assessment – Practical strategies for enhancing pupils’ learning in the primary classroom.
Shirley Clarke, Hodder & Stoughton, 2001, ISBN 0 340 80126 3
- Enriching Feedback in the Primary Classroom.
Shirley Clarke, Hodder & Stoughton, 2003, ISBN 0 340 87258 6

Spelling Guidelines

Spelling:

We shall endeavour to correct selected spellings depending on the context in some pieces of work where it is deemed appropriate. A maximum of 3/4 words will be corrected, for the majority of children the correct spelling will be given more able children may be asked to look up the spelling in the dictionary. These will be identified within a child's work using the appropriate symbol. The response from the children will depend on the purpose of the exercise and on the ability of the individual child.

We would like the children to:

- Notice the spelling is incorrect. When children have completed a task, teachers ask them to check for things that they know are wrong in their work when they read it through.
- Children are encouraged to use dot and dashes in KS1 and find the correct spelling through use of RWI charts, dots and dashes and dictionary work in KS2.
- Record the word where appropriate.
- In some cases (depending on the ability of the child) to look the word up in a dictionary and substitute the correct spelling.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point.

In mathematics marking in accordance with the whole school policy should be positive and informative. Pupils when appropriate need to be made aware of errors in their work. Again symbols will be used to draw attention to any corrections that need to be made within a piece of work;

X - incorrect.

- a comment, legible and intelligible to the pupil that will require a response or action.

Quality Marking

- The learning objective and success criteria will be clearly displayed and shared with pupils.
- Feedback will consist of information about the learning objective of the task, pointing out successes and areas for improvement to meet learning intention.
- The teacher will highlight where the pupil has written the best aspects which meet the learning intention/success criteria using the tickled pink/green for growth strategy which focuses on up to two examples of each. Effective Marking stickers or ticks may also be used to reinforce success.
- Effective Marking stickers may also be used to highlight areas for development.
- The teacher will support the pupil in making a small improvement by writing a “closing the gap” comment. These comments will take the form of:
 - a) A reminder prompt – suitable for older or more able children where the child is reminded about what could be improved (‘Describe the prince’ ‘What else can you say about the prince’s clothes?’).
 - b) A scaffolded prompt – suitable for children who need more structure e.g. a question (‘What was the monster doing?’) or an unfinished sentence (‘The monster was so angry that he....’).
 - c) An example prompt – suitable for all children but especially for younger or less able children e.g. providing the children with a choice of words or phrases.
- The teacher will allocate time, immediately where possible, for children to read, reflect and respond to the improvement comment.
- Parents will be informed of this style of marking so that they may share and celebrate their child’s learning.

<p>V1 sound out carefully</p> 	<p>V2 finger gaps</p> 	<p>V3 full stops</p> 	<p>V4 capital letters</p> 	<p>V5 letter formation</p> 						
<p>V6 punctuation</p> 	<p>V7 joined writing</p> 	<p>V8 conjunctions</p> 	<p>V9 suffixes</p> 	<p>V10 spelling</p> 						
<p>V11 wow words</p> 	<p>V12 edit</p> 	<table style="width: 100%; border: none;"> <tbody> <tr> <td style="text-align: center; vertical-align: top;">     </td> <td style="padding-left: 10px; vertical-align: top;"> <p>L.O. not met</p> <p>L.O. partly met</p> <p>L.O. met</p> <p>L.O. exceeded</p> </td> <td style="padding-left: 20px; vertical-align: top;">  <u>tickled pink</u> </td> </tr> <tr> <td></td> <td></td> <td style="padding-left: 20px; vertical-align: top;">  <u>growing green</u> </td> </tr> </tbody> </table>			   	<p>L.O. not met</p> <p>L.O. partly met</p> <p>L.O. met</p> <p>L.O. exceeded</p>	 <u>tickled pink</u>			 <u>growing green</u>
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		 <u>growing green</u>								

Appendix D

Sacred Heart Primary School
Intervention Feedback Form



Name of Teacher:

Name of Teaching Assistant or addition adult:

Date:

Learning Objective:

Success Criteria

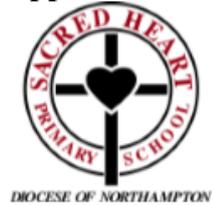
Activity:

Children's Name	Comments	Triangle assessment

Follow-up Actions:

Appendix E

Sacred Heart Primary School
Intervention Feedback Form



Name of Teacher:

Name of Teaching Assistant or addition adult:

Date:

Learning Objective:

Success Criteria

Activity:

Children's Name	Success Criteria	Can Do	Needs Help	Note difficulties or issues when planning next level of support

Follow-up Actions:

Sacred Heart Primary KS1

..... Marking Feedback Sheet

Date

L.O:
Steps to success:

Praise:

Misconceptions:

Intervention required:

Presentation:

L.O:

Steps to success:

Praise:

Misconceptions:

Intervention required:

Presentation: