



St. Patrick's R.C. Primary School



Forming lives ready to face the future

Feedback and Marking Policy		
Date	Review Date	Coordinator
September 2018	September 2019	M Ryan

HBH marking and feedback policy

Policy Statement

At St. Patrick's we believe that feedback, in both written and verbal form, should form an integral part of the teaching and learning process. Effective marking and feedback is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are doing. Teachers are able to inform children about their learning and next steps for success; their achievements; address misconceptions and celebrate good work.

Aims of Marking

- To show pupils that their work is valued.
- To recognise achievement, presentation and effort.
- To address misconceptions.
- To provide ongoing assessment to inform future lesson planning □ To share expectations.
- To encourage pupils to reflect on their performance.
- To allow pupils to make amendments to work in order to improve and extend skills.
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

English and Curriculum

Expectations:

- Work should be marked against the Learning Intention/Outcome of the lesson.
- Teachers will indicate achievements by the use of a red pen or highlighter.
- Teachers will indicate areas for development by the asking questions or by following the marking policies agreed symbols (see appendix) so marking engages pupils and takes their learning further.
- Teachers will expect children to respond to feedback and time will be provided for this.
- Teachers will use the marking code(see Appendix)
- Teachers' comments will be written to provide specific feedback whenever possible, vague statements eg nice writing, good work should be avoided as they do not tell the pupil specifically what they achieved or did well
- Teachers will mark the majority of the childrens' work ie. Where a group of pupils have been taught by a TA the class teacher may mark the work after gaining feedback from the TA, or the TA can also mark to provide clear feedback
- Teachers will try to indicate a challenge (CH) where appropriate to extend the learning from the lesson.
- Teachers will indicate 'Next Steps' (NS) where appropriate ie .linked to targets
- Teachers will write comments carefully and neatly, in the style of the school handwriting policy.

- Teachers will indicate where support has been given by use of a stamp (Adult Assisted) If needed TA/Teacher can be written next to the stamp.

- Teachers may indicate independent work by the use of a stamp. (Independent Work)
- Verbal feedback should be indicated by the use of a stamp. (Verbal Feedback Given)
- Work completed by a teacher other than the class teacher, should be marked by that adult and indicated with AT (another teacher) and initialled.
- Where possible, work to be marked with the child and corrections should be completed immediately.
- Success Criteria will be used by the children in the majority of lessons at KS2 so children consider how well they met expectations

□

Maths

Expectations:

- Work should be marked against the Learning Intention/Outcome of the lesson.
- Teachers will indicate achievements by the use of a green or red pen or highlighter.
- Teachers will indicate areas for development if possible.
- Teachers will expect children to respond to feedback and time will be provided for this.
- Teachers' comments will be written for celebration/achievement, areas of development or to correct misconceptions
- Teachers will mark the majority of work ie. Where a group of pupils have been taught by a TA the class teacher could mark the work after gaining feedback from the TA , or the TA could also mark.
- Teachers will indicate a challenge (CH) where appropriate to extend the learning from the lesson.
- Teachers will indicate 'Next Steps' (NS) where appropriate.
- Teachers will write comments carefully and neatly, in the style of the school handwriting policy.
- Teachers will indicate where support has been given by use of a stamp. (Adult Assisted) If needed, TA/Teacher can be written next to the stamp.
- Teachers may indicate independent work by the use of a stamp. (Independent Work)
- Verbal feedback should be indicated by the use of a stamp. (Verbal Feedback Given)
- Work completed by a teacher other than the class teacher, should be marked by that adult and indicated with AT (another teacher) and initialled.
- Where possible, work to be marked with the child and corrections should be completed immediately.
- Success Criteria will be used by the teacher and the child.

PROCEDURES

Marking in Key Stage 1

- Work is marked with the child present, wherever possible
- An appropriate comment to be made , which can be read back to the child of s/he is unable to read it for her/himself
- Specific point(s) of learning to be picked out for correction (not everything)
- Comments may be oral , they need not always be written
- The child 's response may be written out , if appropriate, for future use
- To correct , one line is put through , and the correction written beside it (for teacher and/or child)
- In Maths , the child may be asked to write the problem out again , in corrections
- Rubbers may only be used by the teachers in Reception and Year 1
- Rubbers may be used by the child in Year 2, if used properly
- Marking is to be positive , wherever possible , with smiley faces, stamps etc. used when desirable.

Marking of English or English Work in Key Stage 2

Lower KS2

Correct as appropriate to the child: punctuation .

spellings - around insist words

- write correct spelling above for child to practice in own word book
- a dot under a word tells the child to find the correct spelling ,and practice in own word book
- the word is written correctly in the 'I Can Spell' book

- smiley faces/stars for good work

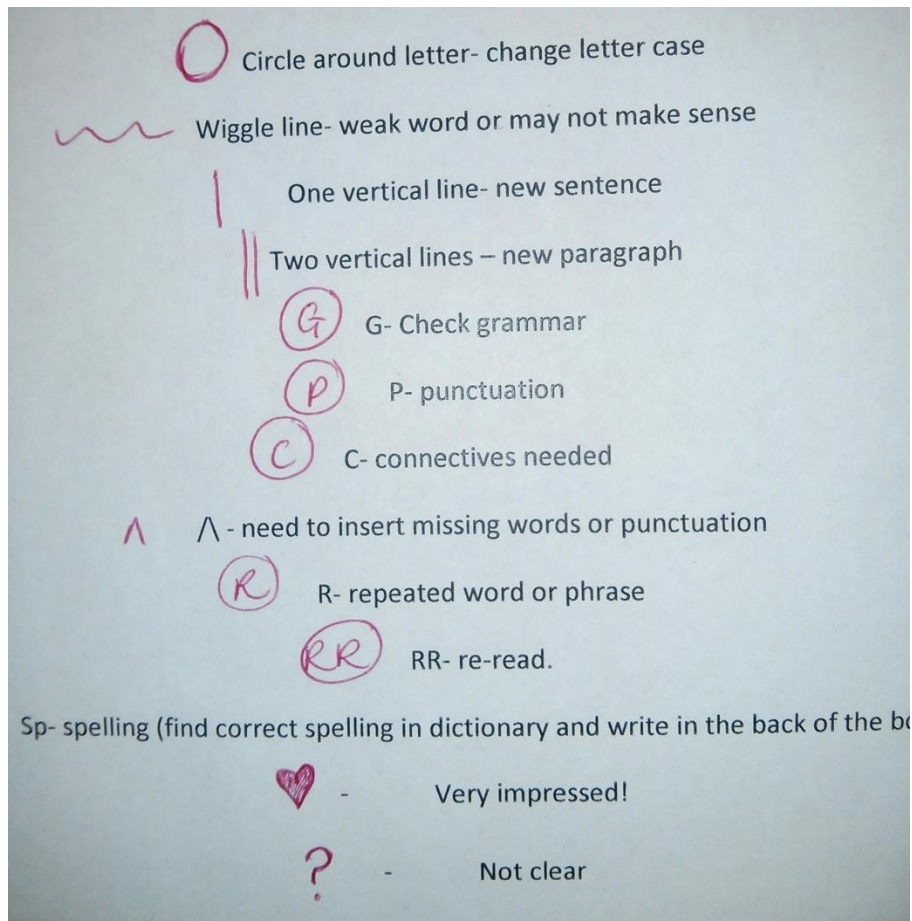
- self correction/peer correction is introduced in Year 4.

**Comments need to be clear to the child as to what they have done well and/or what they need to do next to improve. Vague comments are not acceptable eg well done, nice writing etc
These are not clear to the child as to what specifically they have done well.**

1 Self correction of early drafts.

2 Correction by self/peers/teacher of second draft using marking code:-

3) Written comment and signature of marker.



Marking of Maths Work in Key Stage 2

- All work is expected to be presented neatly.
- All work must be dated, with date, heading or page number underlined.
- All lines must be drawn with a ruler.
- In written Maths work, it is expected that the hand writing , spelling and grammar will match the child's capabilities in English.
- Corrections are to be headed and underlined, at the end of a piece of work.
- A red pen may be used for underlining in the Upper School.
- If untidy, even if correct, a child may be asked to re-do a piece of work.
- If particular numerals are written incorrectly, they will be circled and re-written correctly by the teacher for the child to image correctly.
- Answers marked incorrect by the teacher should not be rubbed out and corrected by the child. The correct answer must be shown alongside, or in Corrections This will help in finding out how the child worked out the incorrect answer).
- It is not necessary to comment on every piece of work.
- Comments should be focused, if possible.
- A line should be drawn at the end of the day's work, across the page if appropriate).

Marking Code See Appendix 1 and 2

The monitoring of this policy will be the responsibility of the Senior Leadership Team and Subject Leaders as follows:

- The SLT will undertake work sampling every half term along with members of SLT using Getting to Good Record of Work Scrutiny.
- The SLT will oversee the above process and produce an action plan prioritising any changes necessary.

Policy Review

This policy will be reviewed annually.

Outstanding	Good
<p>Consistent, high quality marking, assessment and testing are used to improve pupil learning.</p> <p>There are persistently high level challenges over time.</p> <p>Pupils' response to feedback indicates a marked improvement in learning.</p>	<p>Good use of marking, assessment and testing are used to improve pupil learning.</p> <p>The level of challenge over time ensures good progress.</p> <p>Pupils act appropriately on feedback.</p>

What Outstanding Marking looks like to Ofsted throughout an Inspection. We don't want it to look good for Ofsted, we want it to look good to help children learn better!

Ofsted Grade	Comments that have been taken from recent Ofsted Inspections
Outstanding	<ul style="list-style-type: none"> A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils' excellent progress because teachers carefully check that their guidance has been followed and has raised the standard of their work. Marking and assessment are systematic and detailed with the clear school policy followed carefully, leading to consistency in practice and expectation. Teachers' marking provides detailed suggestions for improvement of written work and 'next steps' with time built in for work to be improved or developed. Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for
Good	<ul style="list-style-type: none"> them. The school t achieve has examples at different of levels. outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across the school and therefore opportunities are missed for all pupils to have this understanding. Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across the school. The quality and regularity of marking has improved, but it is not always challenging enough to move pupils to an even higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for the pupils. Too many persistent errors in pupils' work are
Requires Improvement	<ul style="list-style-type: none"> overlooked. The marking of pupils' work has improved but is not always rigorous enough. In some classes, teachers provide detailed and helpful comments which explain what pupils need to do to improve. In too many cases, however, basic errors are not corrected and previous learning is not reinforced sufficiently. Teachers mark pupils' work regularly and frequently, but pupils do not always know enough about their targets. Teachers make detailed comments in their marking, but do not give pupils sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work. Some teachers' marking shows pupils how to improve their work; the quality is variable. However, it is inconsistent, as some marking does not

provide clear guidance. Pupils are increasingly involved in checking their own progress. However, pupils are not always given the time to respond to

teachers' comments in their books.

Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do question 4 again.	Can you see a pattern in your previous answers that will help you answer question 4?
Good work – What do you think is your next step?	You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?
28 is the wrong answer – try again.	28 is the wrong answer. Can you explain why?
Check your times tables.	What would happen if the numbers were 10 times bigger?
The last question is wrong.	Why is this 'not right?'
Which shape is the scalene triangle?	Can you explain which shape is a scalene triangle and why?
What number comes next?	What is the next number in the sequence? Can you explain the rule?
Try this next.	How could you use this skill when multiplying by a 3 digit number?

Examples of Challenges (CH)	Examples of 'Next Steps' (NS)
You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?	Finding fractions of amounts with numerators other than 1 (Stage 4)
Can you now read these numbers ie. 37, 49, 86	Read and write numbers to 100 (Stage 2)
How do you think you can use what you know about short multiplication to multiply by a 2 digit number	To use the formal written method of long multiplication (Stage 5)
How can you check if an angle is greater or smaller than a right angle?	To identify acute and obtuse angles (Stage 4)

Quality of Teaching Focus Areas and Standards

Focus Area	Outstanding	Good	Requires Improvement	Inadequate
Marking and feedback	Marking is frequent and regular and provides pupils with very clear guidance on how work can be improved	Marking is frequent and regular and provides pupils with guidance on how work can be improved	Marking is encouraging and provides pupils with some guidance on how work can be improved	Marking is infrequent and/or irregular and/or fails to provide pupils with guidance on how work can be improved
Corrections	The teacher ensures that corrections are carried out and any missing work is completed	The teacher ensures that corrections are carried out and most missing work is completed	Some effort is made to ensure corrections are carried out and missing work completed, but this is not consistently applied	There is no insistence that corrections are carried out or that any missing work is completed

Marking within Religious Education

Marking and feedback within RE needs to be marked in line with this policy so that standards are always at least as good as they are in other core subjects. Marking should be consistently marked against the driver words for attainment levels. Marking should be regular in as much that almost all pieces should be marked by the class teacher. Examples of marking in RE are shown below for staff and leaders to evaluate the effectiveness of comments and feedback:

Positive Non-Specific	Positive Specific	Positive Developmental
<p><i>“Good bible work”</i></p> <p><i>“Excellent reflective work today”</i></p> <p><i>“Well done with your sources today”</i></p>	<p><i>“Well done you have compared the psalm with how God looks after His people.”</i></p> <p><i>“You have made good links with the sacrament of the sick and how we are called as Christians to look after them too.”</i></p>	<p><i>“Next time, try to explain why the symbols are used in the sacraments, for example-oil”</i></p> <p><i>“Explain why you have used certain examples from the gospels to show how to live a Christian life.”</i></p>

Negative Non Specific	Negative Specific	Negative Developmental
<p><i>“You need to present your work more prayerfully in your RE book.”</i></p> <p><i>“Be careful with your retell of the creation story.”</i></p> <p><i>“Is this all you did in our RE lesson today.”</i></p>	<p><i>“You haven’t made links with the letter of St.Paul today.”</i></p> <p><i>“You haven’t explained how Oscar Romero lived like Jesus.”</i></p>	<p><i>“Don’t use so many scripture quotes.”</i></p> <p><i>“You didn’t use many sources today in your work- you need to use more.”</i></p>

Headteacher:	M. Ryan	Date:	September 2018
Chair of Governing Body:	G. Wilson	Date:	September 2018