

Marking and Feedback Procedure



Aims

At Our Lady of Peace Catholic Primary and Nursery School we aim to:

- Make a judgement about a child's attainment based on knowledge gained through baseline assessments and techniques such as observation, questioning, marking, testing and tracking
- Help children develop positive attitudes to work
- Provide an accurate picture of every child's achievement and progress
- Show children how they are going to make the next steps of improvement and achieve greater attainment
- Provide assessment information for use with the whole class, groups within the class and individuals

Sharing Learning Objectives.

Pupils will be taught to recognise the difference between a task and its learning objective (separating what they have to do, from what they will learn).

To involve pupils fully in understanding learning outcomes **teachers will:**

- Explain clearly the reasons for the lesson or activity
- Share the Success Criteria with pupils
- Help pupils to understand what they have done well and what they need to develop

Teachers will type the Learning Objective which pupils will stick into their books. This will be in relation to English, Maths and R.E. books. Teachers can use their professional judgement as to whether this approach is used in other subjects. Early Years will have a key of learning objectives at the front of their Mark Making Books. Learning Journals are dated and will contain a record of children's work.

Clear Success criteria

Success criteria will link directly to the learning objectives and it relates to the skills, concepts or knowledge required to achieve the Learning Objective.

This **must** be shared with pupils through:

- A visual form e.g. smart board, whiteboard, or working wall
- A verbal explanation

The Success Criteria will be evident in planning.

Feedback and marking

Giving feedback involves:

- Oral/verbal – staff making the time to talk to pupils and teaching them to be reflective about their work and responses (when verbal feedback has been given the letters VF should be used)
- Self-marking/drafting – pupils being encouraged to see for themselves what they need to do to improve.
- Teacher marking- Using their professional judgement teachers to decide whether a comment is needed to extend the pupil's learning.

Marking expectations.

Marking will take the following format:

Maths

- Work must be completed with a sharpened pencil.
- Children should correct their mistakes by drawing a straight line through them.
- For EYFS /KS1 and KS2 all Maths calculations should be ticked in green pen and errors marked with a pink line (EYFS /KS1) or a dot (KS2) – All pupils will be expected to complete up to 3 corrections.

Where all maths calculations are correct a Next Step in the form of a challenge question must be evident.

Religious Education.

- Spellings - Pupils will complete **up to three spellings** in each piece of work. Spelling corrections will focus on religious words. Spellings will be written out correctly three times by the pupil. The corrected spellings will be ticked by the teacher. If further incorrect spellings need to be identified in any work, these can be identified by the teacher by underlining the incorrect spelling with a pink highlighter and writing the correct spelling above the incorrect spelling for the pupil to see.
- Punctuation - Marking will focus on the use of accurate punctuation in work. Pupils will complete **up to three corrections** using their purple pen. The appropriate marking codes will be placed in the margin for the pupil to refer to.
- Grammar – Marking will focus on the use of accurate grammar in work. Pupils will complete **up to three corrections** using their purple pen. The appropriate marking codes will be placed in the margin for the pupil to refer to. Teachers will address a pupil's use of grammar in an age appropriate way; Correcting of misconceptions may vary in the way it is fed back but will enable pupils to make progress (e.g. see the correct use of it modelled or be given it as a correction to complete).

The following documents will be stuck in the pupil books:

I Can statements – annotated accordingly by the pupils

Respond booklet

Topic Web – Upper Key Stage 2.

All other subjects.

Marking will focus on the correcting of spellings, punctuation and grammar.

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Talk for Writing.

Talk for Writing units of work will be marked accordingly:

Cold Task

Marking will follow the Marking Procedure. Two targets will be written or typed by the teacher. The targets will be relevant to the genre of writing.

Innovate stage of writing.

Marking will follow the Marking Procedure and a Next Step will be written by the teacher which moves learning forward.

Hot Task/ Independent work.

Marking will follow the Marking Procedure. After pupils have completed the Hot Task a checklist related to the genre will be stuck in the English books. Teachers will tick the checklist accordingly and highlight as future targets any statements which have not been achieved.

Non – Negotiables for all other subjects.

- Work must be completed in pencil from Years 1 – 4, however, if children have shown consistency in using the correct handwriting style and writing is consistently legible, children can use a handwriting pen, starting in Year 3
- Work must be completed in a handwriting pen for Years 5 and 6 (teachers will use their own discretion to decide if this is appropriate for pupils with SEND)

Teacher and support staff should encourage children to become independent and resilient learners. Pupils should be encouraged to use the classroom resources confidently and independently. Pupils should be given appropriate opportunities to respond to corrections. Teachers must incorporate time for feedback and reflection into their planning.

Self-assessment and evaluation:

Opportunities for self-assessment and evaluation may be evident in planning or may be used during lessons where relevant. Once pupils understand how to assess their current knowledge and where improvements need to be made, they will have a clearer idea of how they can make progress. Pupils will be taught what they need to learn and why (the bigger picture articulated by teachers) and then actively assess their understanding, gaps in their own knowledge and areas which require further improvement.

Peer-assessment and evaluation:

Opportunities for peer-assessment and evaluation may be used during lessons in a similar way as self-assessment where relevant. Peer assessment is a collaborative learning technique where pupils evaluate their peers work. This is an important aspect of the 'assessment for learning' practice. In order to give effective, valid and reliable feedback pupils must have clear guidelines and training to do so. The teacher models the language to help the children on what works well and what needs to be improved.

Example:

I think this is good because:

I think this could be improved by:

Teachers may use the following colours in their feedback and marking:

EYFS/KS1/KS2

Green – This provides a positive response to children's work. This work meets the Learning Objective and Success Criteria

Pink – These are corrections which need to be addressed.

Purple Polishing Pen or pencil (Pupil's Response) In Early Years respond in pencil

Children use their purple polishing pen or pencil to respond to the marking of the teacher. This will also be used by pupils to edit their work.

Presentation of children's work

EYFS/KS1/KS2

The following abbreviations will be typed at the top of the Learning Objective

Marking Abbreviations

ST – Supply Teacher

G – Group work


VF – Verbal Feedback

I – Independent work

S - Support

Books should show evidence of high expectations. There should be no 'doodling' on the front or inside the children's books. Teachers will set high expectations for book presentation so that children are encouraged to take pride in their work.

EYFS /K.S.1. Marking symbols

Symbol	What does it mean?
	This work meets the Learning Objective and Success Criteria
	This needs correcting.
! ? , ' .	Remember your punctuation. Go back and correct them inside my little pink bubble.
CL	Remember your capital letters. Go back and correct them inside my little pink bubble.
G	Grammar
	Remember your finger spaces.

K.S.2. marking symbols

Symbol	What does it mean?
	This work meets the Learning Objective and Success Criteria
	This needs correcting.
<u>The following abbreviations will be circled and written in the margin of books.</u>	
G	Grammar
C	Capital letter needed
P	Punctuation
SP	Spelling mistake – a straight line will be placed underneath the incorrect word/s