

Our Lady of Peace Catholic Primary and Nursery School

'With Christ in our hearts, together we grow'.



Feedback & Marking Policy

By order of the Governing Body of Our Lady of Peace Catholic Primary and Nursery School

This policy was implemented April 2016

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Statutory Policy - Date implemented: April 2016 To be reviewed: Summer Term 2017
Ratified at FGB Meeting

The school has a commitment to safeguarding and promoting the welfare of children.

1. Purpose and aims of the feedback and marking policy

Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement. Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.

- The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.
- This policy aims to recognise the importance of feedback and marking in the teaching and learning process. Effective feedback is one of the key elements of Assessment for Learning and is a powerful tool in engaging pupils in their own learning, helping them close the learning gap between where they are and where they could be.
- A consistent, whole-school approach to feedback and marking is essential so that pupils understand how they will receive feedback and how they should respond to marking comments. Consistent, regular marking also reinforces high expectations and also helps pupils understand that their work is valued.
- Teachers are responsible for marking as part of the teacher's terms and conditions of employment. In this policy, clear strategies are stated in order to manage efficiently the work load of teaching staff.

The Key Principles that Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- Support pupils to think about and reflect on their learning
- Be manageable for the teaching team and accessible to the children.
- Relate to the learning objective and/or success criteria.
- Reinforce high expectations for individual achievement, giving appropriate recognition and praise.
- Support pupil progress by using next step marking to identify specific areas for improvement.
- Allow specific time for children to read, reflect and respond to next step feedback in order to raise achievement
- Allow specific time for pupils to evaluate their own success and next steps
- Respond to the learning needs of individuals, groups or the whole class by taking opportunities to mark face-to-face or as pupils are working to maximise its impact
- Be an integral part of the assessment for learning process, informing future planning.
- Be consistent throughout the school or within key stages, using school marking symbols consistently within Key Stages.
- Promote an on-going dialogue between pupil and teacher in order to support pupil progress.

2. General expectations

It is essential that there is consistent marking throughout the school to support effective communication between pupils and the marker and to ensure pupils and parents have clear expectations about how their work will be marked.

- **All work must be marked** to show pupils that the teacher has seen their work and that it is valued. It also ensures that consistently high expectations for the standard and quality of work are set.
- **Comments should be positive and constructive**, acknowledging children's achievements and progress as well as what they need to do to move forward in their learning (next steps).
- **Marking symbols must be used consistently** to ensure pupils develop a clear understanding of what they mean and do not have to re-learn symbols when they change classes or are taught by different teachers. The consistent use of marking symbols should also support teachers in managing the work load of marking. Marking symbols must be on display in the classroom and a copy kept in children's English and Maths books.
- **Incorrect answers should be marked with a dot.**
- **All marking comments by the teaching team should be completed in blue, black or green pen.**
- **Pupil comments** (editing, responses to next step marking/self and peer-evaluation) **should be completed in purple pen.**
- Supply teachers should mark all work they do with the children, and initial it with an additional comment "ST" (supply teacher). Teachers covering within the school should also mark and initial work.
- Parents must have access to their child's books during parents' consultation meetings. Marking must be up to date and be in accordance with school policy.

3. Sharing of the Learning Objective and Success Criteria

Teachers are expected to share and display the learning objective and success criteria in every lesson. Research shows that children are more highly motivated and task-orientated if they know and understand the learning intention and are given clear criteria to help them measure their success.

***Learning objectives** describe what children are going to **learn**, rather than what they are about to do. It should focus on the **learning**, not the task.*

***Success criteria** describe how both the teacher and the pupils will know that they have been successful in achieving the learning objective. Success criteria can be generated as part of the planning process. Involving learners in the creation of success criteria enables them to see more clearly the relevance of classroom activities.*

- The learning objective should be written or explained in child-friendly language. It should be as concise as possible, written in a sentence or note form. Learning objectives can be used instead of a title.

4. Feedback and Marking Strategies

At this school we use a range of strategies to promote effective feedback and marking. It is an expectation that a range of these strategies are used.

4.1 Acknowledgement marking against the learning objective

4.2 Motivational feedback and marking

4.3 Next step feedback and marking

4.4 Marking linked to curricular targets in English and Maths

4.5 Pupil self and peer-evaluation/feedback

4.5.1 Dedicated improvement and reflection time ("DIRT")

4.5.2 Self and peer-evaluation

Written Feedback

GREEN HIGHLIGHTING

This work meets the expectations of the Learning Objectives.

PINK HIGHLIGHTING

This needs to be improved or corrected. This should be accompanied with a comment how improvement could be made.

Purple Polishing Pen

This is used by the children to respond to the marking of the teacher.

Children should be taught to cross out errors with a single line, they should not put brackets around incorrect words.

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- Ticks and dots may be used for closed tasks by either teacher or pupil. A dot is used when work is incorrect to encourage children to "have another go".
 - Some tasks only warrant a short comment or tick as recognition that the teacher has seen the work.

4.1 Acknowledgement marking against the learning objective

All written work should be marked using the school marking symbols. The minimum expectation is that work should be ticked and one of the following symbols written next to the learning objective evaluating whether it has been met. (See Appendix for marking symbols)

- Acknowledgment marking will usually be accompanied by one of the other feedback and marking strategies outlined in this policy.
- However, if acknowledgement marking is the only type used, dialogue must have taken place during the lesson, which will have had impact on the child's learning. The use of the marking symbols above simply informs others that the work has been dealt with orally, in a group or whole-class setting. Verbal feedback should be added to a pupil's work to show this has taken place.

4.2 Motivational feedback

Some pupils may benefit from motivational comments that confirm that they are achieving or making progress. Types of comments may include:

"Well done. You listened very carefully today and this helped you meet the learning objective." "Fantastic maths" "Super work!"

- These comments should be written at the teacher's discretion and should not be overused, as it does not encourage intrinsic motivation where the children identify their own successes first, then celebrate with them.
- As a general rule this type marking should be as positive as possible. However negative comments are acceptable if the teacher judges it will have a positive impact on the pupil's learning or will reinforce high expectations for achievement. (e.g. if a child has produced work that the teacher knows is not reflective of their ability or if presentation does not meet the expectations set).
- Teachers may use a range of strategies to acknowledge children's achievement including smiley faces and stickers.

4.3 Next step feedback and marking

Next step marking is an essential part of the Assessment for Learning process. It helps close the learning gap, supporting pupils move from where they currently are to where they are targeted to be in their learning. It makes pupils think about and reflect on their learning.

Next step feedback can be verbal or in writing. However at least one in every 3 to 4 pieces of written work should be marked using next step feedback.

To have the greatest impact on pupil learning and progress:

- Feedback should be linked to the learning objective and success criteria.
- Comments should be specific and use language accessible by the pupil.
- Strengths of the work should be identified and a next step (improvement prompt) given. The words 'next steps' should be used to show a next step has been given.
- Pupils should have "DIRT" (Dedicated Improvement and Reflection Time) so they can respond to feedback/next steps

Four simple strategies to ensure pupils respond to comments

1. Use the success criteria

- a. Give pupils a copy of the success criteria for the lesson/unit
- b. Ask pupils to tick/highlight which of the success criteria they think they met
- c. Tick which ones you think they met
- d. Use success criteria to set a next step (improvement prompt)
- e. Build in time at the start of the next lesson for pupils to respond to next steps.

2. Match the feedback:

- a. Write comments on strips of paper and post-it notes.
- b. Pupils work in groups to match the comments to the work
- c. Pupils then respond to the feedback that matches their work

3. Numbered improvement prompts (next steps)

- a. As you are marking, write a number in a circle next to part of the work you would like pupils to improve or reflect on
- b. At the bottom of the work write a next step/improvement prompt (see below) and leave a space for pupils to respond
- c. Spend the first 10 minutes of the lesson getting pupils to respond to their improvement prompts

4. **Let the pupils make the corrections. Give feedback and let pupils improve their work.**

- a. Five of these are wrong. You find them. You fix them

Next steps are improvement prompts that make pupils think about their learning, focusing them back on the learning objective and/or success criteria. Examples include:

- **Reminder:** 'Say more about' "Explain what you mean by..."
- **Question:** 'Can you describe how ...?' "What do you think the character will do once he finds out the secret?"
- **Example:** 'Can you think of an example to show what you are saying?' "What type of fish did you see on the boat trip?"
- **Scaffold:** "Look at this sentence. What adjectives would you add to...?"
- **Reflection/evaluation:** What do you think was the most successful part of your story and why? What would you do differently next time?

It can also help to view next step marking as "INTERVENTION MARKING".

The teacher steps in and gives a next step (improvement prompt) to support, consolidate, accelerate or challenge.

- Feedback can intervene to SUPPORT
- Feedback can intervene to CONSOLIDATE
- Feedback can intervene to ACCELERATE
- Feedback can intervene to CHALLENGE

Next step feedback to support

When reviewing pupil outcomes, evidence suggests the pupil needs more support to meet the LO. Examples include:

- Next step): Try questions 5, 6 and 7 again. This time remember to use a number line to help you"
- Next step: Read paragraph 2. Where do you need to add full stops so your ideas are clear?
- Next step: Think about the time connectives we have been using in class. Where could you these in your writing?

Next step feedback to consolidate

This is more than 'Do another ten questions' but where the child may need a few more examples before they can more on. The examples are tailored to the errors a child has previously made.

- Next step:: Try these examples to show me you are confident using apostrophes for omission.
- Next step: Where could you add a simple sentence in paragraph 2 to increase the tension?

Next step feedback to Accelerate

This type of feedback moves the child on to the next level of difficulty, ensuring the learning is pitched more accurately. During a lesson, a pupil may demonstrate that they have acquired a concept quickly. This type of marking moves them on to the next level, avoiding pupils completing tasks or activities that they are more than able to do already.

- *You can use your understanding of place value to multiply whole numbers by 10. Next step: How would you multiply a whole number by 100? Try these to see if you can work it out?*
- *I really liked your use of short, simple sentences to build up the tension. Next step: Go straight onto the challenge task.*

Intervene to Challenge

This is different from simply moving children onto the next level of difficulty. This is about asking children to apply what they have learnt or extend their thinking, often requiring pupils to develop or explain their ideas.

- *Next step: What if you spent twice as much? How would that change the problem?*
- *Next step: What if you changed the order of sentences round? What impact does that have on the reader?"*

Expectations for verbal next step feedback

- Verbal feedback can be highly effective in focusing pupils on the learning objective and success criteria as they are working. It should be used **throughout the lesson to ensure pupils** are on track with their learning, address any misconceptions and provide further support or challenge to individuals, groups or the whole class so that the learning is pitched at what pupils need.
- When verbal feedback has been given to an individual, group or whole class then the letters "VF" should be used. Further brief notes can be added underneath the "VF" to explain what feedback was given.

Expectations for written next step feedback

- All written work should be acknowledged using the school marking symbols and a brief comment given where appropriate. All work should be marked using blue or black pen.
- **At least one in every three to four pieces of pupils' written outcomes should be marked using the "Next step feedback" approach.** This is equivalent to providing "Next step" feedback to approximately 6 - 10 pupils per English and Maths lesson. **All pieces of extended writing should be marked using the "next step" marking approach.**
- In order to manage teacher workload, it can be effective to provide written next step marking during the lesson with the focus group that you are working with. In this way, pupils can respond directly to the comments as you make them and this can have a greater impact on accelerating their progress.

4.4 Pupil self-evaluation and feedback

Children Self Evaluating against Learning Objectives

We believe that the most effective learners are self-evaluative and so time is spent encouraging and teaching the children to be responsible for their own learning.

We work with the aim in mind that, ultimately, learners must be responsible for their own learning.

The children use a traffic light system to evaluate their performance against the learning objectives and success criterion.

Green – Happy that they achieved

Amber – Need a little more help

Red – Help! I don't get this!

'I can statements' generated from The National Curriculum Programmes of Study are placed in each child's book in English and Maths. Children are expected to use these to identify the next steps for learning.

4.4.1 Dedicated feedback and improvement time (DIRT)

Pupils should be given appropriate opportunities to respond to next step feedback comments. **Teachers must incorporate time for feedback and reflection time into planning. Feedback and reflection time may take place as a whole class, during a guided group or through one to one conferencing with a pupil. Pupils' written responses to marking must be in purple pen.**

4.4.2 Self and peer-evaluation

Self and peer-evaluation feedback is an essential part of the assessment for learning process. It encourages children to become more reflective learners, who can analyse what they have achieved during a lesson and what they need to develop to make further progress. It also helps to engage pupils in the learning process.

Self-evaluation prompts and scaffolds for children are supported in reflecting in greater depth using the success criteria and self-evaluation questions to guide their thinking.

The teacher should use the following prompts to support self and peer-evaluation in the classroom.

Use of the success criteria

Pupils can use the success criteria to identify aspects of the lesson they did well and elements they would like to improve. A copy of the success criteria should be stuck in pupil's book in English and Maths so pupils can highlight what they have done well and what they think their next steps could be.

Use of self-evaluation questions

The school has a set of self-evaluation questions that should be displayed and used in class. It is important that children use self-evaluation questions regularly to help them reflect on their achievements and next steps. Self-evaluation questions must be displayed in the classroom.

- **Written self or peer-evaluation should take place at least twice a week in the core subjects.** There should be clear written evidence in pupils' books that it is happening.
- **All self and peer-evaluation should be completed in purple pen.**
- On the remaining days or where the task has no written outcome, self- and peer-evaluation should be completed verbally.
- Time for self- and peer-evaluation needs to be built into planning and can be done during a task and/or at the end of a lesson.
- It is important that teachers take account of pupils' evaluation and use this to inform future teaching and learning.
- Pupils may mark their own work as this is an important way of encouraging children to reflect on their own progress in the lesson and it provides them with immediate feedback. Teachers must use their professional judgement to decide whether it is appropriate for a task to be marked by the pupil. Examples of work that are suitable for marking by the child include mental maths test, spelling tests, word or sentence level work where there is a closed response and maths calculations.
- Teachers should not overuse pupil marking. All mark worked by a pupil should still be ticked and evaluated by the teacher and a comment provided in accordance with policy.
- It may on occasion be beneficial for pupils to mark each other's work as marking another pupil's work can support peer-evaluation. This should be done sensitively and at the discretion of the teacher.

5. Presentation of children's work

Date

The date should be written on the top right hand side of the page.

- Children always use long date in English and the short date in Maths.
- In other subjects (e.g. Science, History) it is at the discretion of the teacher and should reflect the task set (e.g. for a write up of a science experiment it would be appropriate to write the short date and for a piece of writing linked to creative curriculum it would be appropriate to use the long date).

Learning objective

The learning objective should be written at the top left hand side of the page, leaving a line before starting their work. It should be typed and stuck into all English and Maths books. A title can be added if necessary.

- The date should be underlined using a ruler.
- Work completed in Maths books must be in pencil. In English, for Year 3 and 4 work should be completed in pencil. In Years 5 and 6 all pupils should use handwriting pen. For pupils with SEN or for those who need additional support with their handwriting, teachers may use their discretion as to whether pupils continue to use pencil or use a different type of pen that supports the development of their handwriting.
- No doodling is allowed on books (including front cover) or paper. Please set high expectations regarding the way children look after their books. It is important that children's written work shows that they have pride in what they have achieved. Poor presentation can create a negative impression.

The implementation and effectiveness of this policy will be monitored and evaluated by the Senior Leadership Team on a regular basis. This will take the form of pupil/staff voice, work scrutinies, learning walks or as part of a lesson observation.

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APPENDIX TO FEEDBACK & MARKING POLICY

Marking Codes

A/S	Adult Supported
T	Discussed work with pupil
C.D	Discussed work with whole class
P	Peer assessed
I	Independent work
G	Group work
S	Support provided

Summative Assessment

A range of summative assessment takes place.

For both Maths and English unaided work is undertaken by all children each term. This work is analysed by class teachers and the 'I can statements' are highlighted

Maths is assessed at end of each half term to evaluate learning through the use of APP grids. This feeds into future planning.

End of topic assessments are made in Science, PE & Games. These are reviewed by the class teachers and subject co-ordinators are informed of the results.

RE is assessed once per term.

The following published assessments are also undertaken. Copies to senior management.

YEAR 3

NFER Maths	Autumn Term + Summer Term
NFER English	Autumn Term + Summer Term

YEAR 4

NFER Maths	Autumn Term + Summer Term
NFER English	Autumn Term + Summer Term

YEAR 5

CATs Verbal	Autumn Term
CATs Non Verbal	Autumn Term
CATs Maths	Autumn Term

YEAR 6

NFER Maths	Autumn Term + Summer Term
NFER English	Autumn Term + Summer Term
SATs English	Summer Term - Reading

Writing based on evidence /Teacher Assessment, children's books, spelling & handwriting

SATs Maths	Summer Term
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Analysis of Data

Pupil Progress is monitored through the use of SIMS and termly Pupil Progress meetings.

At the end of each academic year teachers meet Senior Leaders. The objective of each meeting is to identify those children requiring intervention due to lack of prior progress. The progress of these children is monitored at the subsequent PPM.











Additionally

At the end of each academic year teacher hand over meetings take place. This information is shared to ensure continuity in child learning.

These should be placed in the front of all books.

Supporting children in correcting Non Negotiables

The following codes are used consistently at Our Lady of Peace Junior School to direct children towards self - correcting basic errors in their written work. Time is built into the day to allow children to act upon the advice given. Not all errors need to be pointed out. This is dependent upon the teacher's professional judgement.

<u>Symbol</u>	<u>Meaning</u>
	An underlined word. You have made a spelling mistake. Find the correct spelling and write it.
	A circled letter. You have used a capital letter in the wrong place. Re-write the word correctly.
	Capital "P" in the margin. There is an error in your punctuation. Consider what is wrong and correct it.
	A wiggly line. This doesn't sound right. Correct your grammar.
	An omission symbol. You missed something out. Put it in above the arrow.
	You missed out a date or a title or a Learning Objective. Put them in.
	You should have started a new paragraph here.
	This is correct and relates to Learning Objective.
	To improve or correct.
	For closed exercises to indicate that the answer is incorrect.

Subject Specific Expectations for Feedback and Marking

The guidance below should be followed for each subject

English

General expectations

- All written work must be ticked with the appropriate evaluation symbols added by the teacher and pupil.
- Where possible a brief written comment or question should also be added reflecting one of the strategies outlined in this policy.
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Extended writing:

- All extended writing should be marked using next step marking approach outlined in this policy.

Spelling, grammar and punctuation:

- Marking symbols should be used to highlight spelling, grammar or punctuation errors.
- Where possible pupils should be encouraged to go back and correct their work using a purple pen.
- **Spelling:** Spelling errors should be underlined and Sp written in the margin. 2-3 spellings should be corrected in each piece of written work. Where the word is a high frequency word or a word that the teacher would expect a pupil to be able to spell independently, pupils should correct the spelling themselves, using a dictionary where appropriate. If this is not the case, teachers can provide the correct spelling. Time will need to be built into English planning to ensure pupils have time to correct and practise spellings.
- **Punctuation:** Punctuation errors should be circled and “P” written in the margin. A maximum of four punctuation errors should be identified in one piece of written work.
- **Grammatical errors:** Grammatical errors should be identified using the pink highlighter. Where the error consists of a phrase or sentence, then the error should be underlined with a wavy line. A maximum of four grammatical errors should be identified in one piece of written work.
- **New paragraph:** The symbol “//” can be used to indicate where pupils need to start a new paragraph

Maths.

- All written work must be ticked with the appropriate symbols.
- All calculations should be ticked or marked as incorrect with a dot.
- Where possible a brief written comment or question should also be added reflecting one of the strategies outlined in this policy.
- Work should be marked using the “Next step marking” approach outlined in the school policy
- A maximum of 3 corrections should be identified in a piece of work. Teachers will need to plan in regular time for pupil to carry out these corrections

R.E/Science and Foundation Subjects

- All written work must be ticked with appropriate symbols.
- Written work should be marked using the “Next step marking” approach outlined in the school policy
- **Practical activities, investigations, drama:** Where there is no written outcome, oral next step feedback related to the learning objective and success criteria should be given to the class and groups of pupils/individuals. A Learning Log may also be used.

Self-evaluation Questions/Scaffolds

- The following self-evaluation questions/scaffolds should be used to support children in assessing their learning.
 - They need to be used in conjunction with the success criteria to enable children to reflect on their progress and next steps.
 - Self-evaluation questions **MUST** be on display in every classroom.
- 1) What did you find difficult/challenging and what helped you to move on? (e.g. resource, teacher, partner, display, examples)
 - 2) One thing I'm not sure about is...
 - 3) Which part of your learning/work are you most pleased with and why?
 - 4) Write down one thing you found easy and one thing you found challenging about today's learning
 - 5) What do you think are your next steps?
 - 6) What questions do you have about today's learning?
 - 7) How would you change this activity for another class or year group? (to make it easier/more challenging?)
 - 8) How could we look at this differently? (I would change/remove/add.)
 - 9) Write two tips for success you would give yourself if you had to do this activity again.

I think I met target _____ today because



I think I met target _____ today because



I think I met target _____ today because



I think I met target _____ today because



I think I met target _____ today because



I think I met target _____ today because





I think my next step is:



I think my next step is:



I think my next step is:



I think my next step is:



I think my next step is:

Today I found this easy:



Today I found this challenging:



Today I found this easy:



Today I found this challenging:



Today I found this easy:



Today I found this challenging:



Today I found this easy:



Today I found this challenging:



Questions about my learning:

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Questions about my learning:

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Questions about my learning:

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Questions about my learning:

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