

St Chad's R.C Primary School

Marking and Feedback Policy

Introduction

At St Chad's R.C Primary School we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

Effective Marking should:

- ❖ Be manageable for staff
- ❖ Be positive, motivating and constructive for children
- ❖ Be at the child's level of comprehension
- ❖ Be frequent and regular
- ❖ Allow specific time for the children to read, reflect and respond to the marking.
- ❖ Give children recognition and praise for achievement
- ❖ Give clear strategies for improvement
- ❖ Involve children in the process
- ❖ Relate to the learning objective and Success criteria
- ❖ Be consistently followed by all teachers and T.A's
- ❖ Positively affects the child's progress
- ❖ Use the agreed marking code
- ❖ Inform future planning and target setting
- ❖ Promote higher standards
- ❖ Show that pupil's work is valued

Aims

The intention is for Assessment for Learning (AFL) to occur in every day lessons. AFL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning

1. **Explicit Learning objectives.**
2. **Success Criteria.**
3. **Questioning.**
4. **Feedback.**
5. **Marking Process.**

1. Explicit Learning Objectives

Effective learning takes place when the learner understands what they are trying to achieve and why it is important. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. **The learning objectives will focus on learning not activities.**

2. Success Criteria

Developing Success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet the learning objective they gain more ownership over the learning with positive results. At St Chad's we recognise that there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5.

Feedback against the criteria frees children from personal discouragement.

3. Questioning

Questioning can be used in a variety of ways. The key purpose is to develop learning and extend thinking. Asking questions raises issues: from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstrating and modelling part of the lesson, to ensure learning progresses. Key questions including: **prompting, promoting and probing questions. Wait and Thinking** time is essential to give all the children the opportunity to think and respond. This enables more children to contribute to discussions and misconceptions can be dealt with more effectively. The use of '**Talk Partners**' where children can

rehearse and scaffold their answers will lead to greater responses from children and therefore provide much more information to the teacher about the extent to which the children have understood the new learning.

4. Feedback

The purpose of AFL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with information they need to achieve the next steps and make better progress. Feedback will always be **constructive and sensitive because any assessment has an emotion impact**. Feedback that comments on the work rather than the child is more constructive for both learning and motivation. Feedback can be given in a variety of ways, including:

Oral

- Most regular and interactive form of feedback
- Focus on being constructive and informative to help pupils take the next steps in their learning.
- Can be directed (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said.)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling.
- It gives an opportunity to model the language pupils can use when responding or giving feedback to others.
- Developmental feedback- recognises pupil's efforts and achievements and offers specific details of a way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self-Assessment

Children should be encouraged, where possible to assess their own work. This can be by recording traffic lights in their book or through traffic light fans on the carpet.

Peer Assessment

Children can mark their own work against the success criteria and on occasions can be involved in shared marking. **This is not meant to replace teacher marking and feedback**, but it is important for encouraging the children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow the children to reflect in structured ways as follows:

- Find one word that you are really proud of and underline it. Tell the person next to you.

- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
- You have 3 minutes to identify 2 places where you think you have done well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of work next time - Even Better If – (EBI).

Marking Process

- Learning objectives and Success Criteria should be shared at the beginning of each lesson. This will enable the children to clearly what they will be marked against.
- At the end of the lesson, children should indicate how confident they feel about their achievement of the learning objective. This should be through the 'Traffic Light' system. This self-assessment will allow the teacher to judge the child's progress more clearly.
- Where possible, teachers should mark work during the lesson, to provide immediate oral feedback and clear up any misconceptions. Where work has been marked in the class, and misconceptions corrected teachers should mark this with a 'Verbal feedback' stamp.
- When worked is marked away from the child; Quality Marking; considering the children's targets, should take place whenever possible. Teacher should ensure this happens at least 3 times per week in Literacy and Numeracy.
- Teachers are encouraged to use stickers and stamps to reflect the children's progress and praise their efforts.
- Marking should identify common problems and these should be addressed in the following lesson.
- When quality marking teachers should consider:
 - ❖ How well the child has understood the task
 - ❖ What the child does, and does not know
 - ❖ What the children needs to do next to improve
 - ❖ How the child will be informed of this.
- Following quality marking teachers should provide 1-1 feedback to the children.
- T.T.T (Talk to Teacher) should be used to prompt children to discuss their work.
- Where possible at the beginning of the lesson, children should have the opportunity to read and reflect on their teacher's marking of their work, act on any comments made and make any necessary corrections to their work.
- Next steps to reinforce learning, apply learning or move the children's learning on should be completed at the beginning of the next lesson.

- Children will be given regular opportunities to assess their own work, through the use of What Worked Well (W.W.W) and Even Better If (E.B.I). This will enable children to become more self-critical and develop their understanding of the subject further.
- Children's work should be marked using pink and green highlighters and red pen. Pink should be used to highlight work that has achieved the L.O (Tickled Pink) and green to denote work that has not yet achieved the L.O (Green for Growth). Teacher's written comment should be recorded using a red pen.
- Children should complete corrections and Next Steps using green pen.

Close the Gap marking

Quality marking should 'close the gap' between what the child currently understands and what the teachers would like them to be able to achieve. It may include one or more of the following prompts:

- ❖ A reminder prompt; e.g. what else could you say here? For maths this may include asking children to check through questions that they have answered incorrectly. Can you check that you have added correctly in questions 2 and 3?
- ❖ A Scaffolded prompt; what was the dog's tail doing? What was the expression on the dog's face? In maths this might include a worked through example of the problem and then a further example for the child to attempt.
- ❖ An example prompt; chose one of these or your own: He ran around in circles looking for the rabbit/ he couldn't believe his eyes. In maths this could include providing an example of a correctly answered problem and then a further example for the child to attempt.
- ❖ A challenge prompt; e.g. could you write a paragraph to describe the dog, use adjectively effectively? In maths this could involve providing a problem or an investigation for the child to extend their learning further.
(Shirley Clarke)

Marking Codes

Consistency is important in marking. Codes are used to save teacher's time and provide clear, consistent evidence to children and parents. The following codes are used at St Chads:

All subjects

V.F Verbal feedback
 T.T.T Talk to the Teacher
 I Independent work

T.A Teacher assistant supported work
C.T Class Teacher support

Literacy

Sp spelling error
C capital letter required
? Sentence does not make sense
O word omitted
P Punctuation error
New paragraph

Traffic Light System – self Assessment



I can do this!



I'm getting there.



I need help!

Monitoring and review

At St Chad's we are aware of the need to monitor and review the schools marking and feedback policy on a regular basis, so that we can take account of the improvements made in our practice. We will therefore review this policy in two years or sooner.

Mrs P Mitchener & Mrs J Gant
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