St Mary's Catholic Primary School

Bognor Regis

Marking and Feedback Policy

February 2024

> "To be effective, feedback needs to be clear, purposeful, meaningful and compatible with students' prior knowledge, and to provide logical connections."
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> "If feedback is directed at the right level, it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
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> "Thus, when feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning."
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> ***John Hattie 'Visible Learning for Teachers', 2014***

Principles of marking and feedback at St Mary's

1. Marking and feedback are an essential part of assessment and highlights where children are going right as well as any errors.
2. Evidence shows that 'live marking' is more effective than marking away from the pupil. This may be unwritten or recorded in a Feedback Log.
3. For feedback to be effective for students, they need the following:
   - an understanding of the desired goal
   - evidence about their present position in relation to that goal
   - guidance on the way to close the gap between the two
4. Effective feedback should focus on what is being learnt (learning objective) and how students should go about it (success criteria)
5. Ideally it should occur as the students are doing the learning but if this is not possible then straight after the lesson and before the next one so that the children can then respond and make improvements.
6. It must provide information on how and why the student has or has not met the success criteria and what they need to do or improve in order to meet the success criteria.
7. It must provide strategies to help the student to improve in line with our Catholic Ethos and approach to the whole child.
8. Ongoing assessment information must be used to adapt the planning of subsequent lessons.

Success Criteria

The children will only know if they have been successful if they know what is expected of them. Success criteria should show:

a) Steps to achieving the objective;
b) Support for the less able;
c) Stretch and challenge for the more able.

This must be easy to understand and ideally shared with a modelled example. In UKS2 the children will begin to develop their own success criteria.

Pupils and their peers should judge success against the success criteria. Teachers should mark against the success criteria.

Self marking and editing

Pupils are the first audience and markers of their work. Once taught the skill of feedback, their peers become the second markers. Pupils have the responsibility to make sure that all if their work is checked to reduce spelling and punctuation errors. They should use word walls, dictionaries and 'have a go'

books to help themselves. In Maths, children will often be provided with answers to check themselves and correct.

Ideally within lessons teachers and teaching assistants will

- Celebrate and identify what the child has got right (pink);
- Identify misconceptions;
- Model correct methods;
- Identify next steps and targets.

All work, including homework, should be acknowledged with a stamp and/ or coloured highlighters. It should always be linked to the success criteria or child's target and often leads to a new target being set. Teachers use open ended questions to enable children to apply and so deepen learning.

Keeping in mind the efforts to reduce teacher workload, highlighters should be used to acknowledge good work (pink) and identify errors or misconceptions (green). Most of this should happen within a lesson although some could happen afterwards. Mis-spelled subject-specific vocabulary should be identified for the child to correct. In most cases these spellings will be on the working wall or word mat or, in RE, on the Reflection Area. **Conferencing must be used to correct misconceptions and develop knowledge and understanding.**

Feedback Log (for writing)

- The sole focus of feedback should be to further children's progression through the curriculum.

- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.

- Feedback should empower children to take ownership for improving their work; adults should not be doing the work for the pupil.

- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher during conferencing.

- Children should receive feedback either within the lesson itself or in the next appropriate lesson. The 'next step' is usually the next lesson.

- New knowledge is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely understood material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Early Years Foundation Stage (Reception)

For younger pupils or pupils who are unable to read a teacher's comments, the work should be marked with the child.

In Reception, learning objectives and success criteria are shared verbally in a child friendly manner in the form of a challenge. Verbal feedback is essential within EYFS, where adults praise achievement and encourage children to enter into dialogue about their play, work and learning experiences, and next steps for development. Children are given time to respond to discussion and ideas. Adults in EYFS should annotate recorded work with the amount of support given, as well as praise and next steps. Within individual 'learning journals' and on Tapestry, adults should make written annotations about children's learning experiences, including photos to record their achievements. This information must be used to inform future planning.

Key stages 1 and 2

Teachers are expected to record their feedback on wiring daily in a 'Feedback Log'. This can choose between three types of prompts for providing feedback, dependent on the needs of the student:

1. Reminder prompt

   e.g. How could you make the description of the character more striking?
   Remember the rule about circles we talked about?

2. Scaffold prompt

   e.g. Why don't you try using a simile to describe how he eats?

3. Example prompt

   e.g. Why don't you use a simile to describe your character? Try 'He gulped down his food like a pelican'.

Marking should not be overly long or arduous. If a misconception arises, the correct method/grammar should be modelled and the pupil should be identified for conferencing as soon as possible.

Remember, prompts need to be focused around the success criteria of the task. Remember that we have a high number of EAL pupils at different stages of fluency and pupils with SEND who may not be able to read comments.

Please remind the children to use the improvement page in their writing books.

Time to respond to feedback and marking

Marking and feedback is only effective if pupils are supported to respond to it and move their learning forward. A visualiser could be used to model good examples of responses. Adults should ensure that time is given to allow pupils to respond or ask for clarification. The teacher can ensure that any responses requested have been completed and responded to. Time needs to be built into lesson time, e.g. short review and improve time at beginning of lesson.

Self and peer-assessment

Teacher feedback and self-assessment are key components of the writing process of planning, drafting, editing, proofreading and publishing. In EYFS and Y1/2 children will use smiley faces.

In key stage 2 the children will use different systems for different subjects:

- Writing, RE, Science: The children will assess their understanding against the **success criteria**. The teacher will then identify where they have gone right (in pink) and extend their knowledge with a question or challenge (in green). Spelling and punctuation errors will be highlighted in green for the child to correct according to their spelling proficiency. The teacher may add a stamp such as 'Target achieved', 'Challenge' or 'Acted on Feedback'.

- Maths: During the fluency activity the teacher may work with an intervention group who have been identified from the previous day. The rest of the class respond to green comments from yesterday and then move on to a fluency activity. The teacher shares answers and addresses misconceptions at the end of this session. Discover gives children the chance to explore new learning and the teacher an opportunity to judge current levels of understanding. Share and Think Together move the children towards understanding the next step in their learning. The

teacher models thinking and works with the children to practise new ideas. The children then work independently in their Practice books. Some children may have different work on the same objective that is more accessible or more challenging. Teachers monitor the books with live marking and more detailed marking at least once a week. Those who have misconceptions will be given intervention with an adult as soon as possible. Simple errors on top of a good understanding will be highlighted in green for the child to correct (page corner may be turned to alert the children to green). At the end of the unit, children self-assess against work covered and understanding by highlighting objectives at the back of the practice book. The unit finishes with an assessment and in KS2 an opportunity to reflect on learning.

Peer-assessment

Peer-assessment is a skill that must be taught explicitly to children. Pupils must be clear on what they are looking for in each other's' work and how to feedback in a positive and developmental way. This could take place in the plenary and must be linked to the success criteria. Peer assessment should be about a dialogue between peers rather than one "marking" the other's work, or swapping books.

Verbal Feedback

Much learning and improvement takes place during a lesson or activity as a result of verbal feedback from adults. Where verbal feedback is given during a lesson this should be noted along with the focus of the feedback. Adults should record VF in the margin of any writing at the point where feedback was given and a short note of the focus. For example, 'VF- full stops' in the margin shows that a child was given input on the use of full stops at this point and any impact of this feedback can be seen from that point. *If the child shows no impact from the feedback that it may indicate there is a deeper level of learning need for that focus.*

Conferencing Time

Each class has allocated conferencing time for the teacher to discuss and unpick misconceptions with children whilst the class is covered by a teaching assistant. One-to-one discussions with pupils should take place at the following times:

- During the allocated conferencing afternoons;
- During key-stage or singing assemblies;
- During lunchtimes/break times as appropriate.

The earlier the misconception is picked-up, the more successful the intervention will be. Conferencing should be recorded by the teacher in the pupil's book in GREEN indicated with the following symbol

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Monitoring

English, Maths and R.E. subject leaders will complete a work scrutiny each term and inform teachers and the Senior Leadership Team of the quality and consistency of feedback and marking across the school.

Appendix: Marking colours and codes

Green for Growth: If the work requires improvement then it is highlighted green / written in green and a reason is given for why it is not what was expected. A reason should be given for what is required and an example of what is expected needs to be provided.

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Tickled Pink Work is exactly what was specified in the success criteria and is identified as such by annotating work in pink.

Purple Polishing: Children amend work in line with advice given by the teacher or teaching assistant. They also use this pen for responding to feedback and for explaining thinking.

Marking Codes

CODE	MEANING	WHEN IT SHOULD BE USED
VF	Verbal Feedback given	Following a conversation between the child and adult about improving their work / misconceptions.
I	Independent work	When children have worked on their own
SS	Self-scaffolding	See MITA inverted triangle below. These codes can be used by teachers, teaching assistants and student teachers.
P	Prompting	
C	Clueing	
M	Modelling	
C	Correcting	
	Finger space needed	To prompt the children to remember to add finger spaces
Ring the letter and write CAPS in green	Capital letter needed	For proper nouns, start of sentence etc. For KS1 green pen could be used to write in a capital letter
●	Full stop needed	To break up run-on sentences
Sp	Spelling error	Write this in the margin of the line where the incorrect spelling is written. If the child has a low spelling ability, the spelling mistake could be underlined. The child should write the correction in purple.
//	New paragraph needed	To split the work into blocks of different subjects
Peer Assessment	When another child has peer assessed	This should be written in purple by the child assessing the work of another child
Tickled Pink	Work has achieved the success criteria	To highlight good examples
Green for Growth:	Work requires improvement	To flag up a misconception of need for intervention
©	Conferencing	The teacher has worked with a child to unpick a misconception and model expectations.

1. Self-scaffolding

The default position is to observe pupil performance, allowing time and space for them to process, think and try the task independently. Pupils will struggle a bit as this is an essential component of learning.

2. Prompting

Intervene with a nudge: 'What do you need to do first?'; 'What's your plan?'; 'What equipment could you get to help you?'

3. Clueing

Often pupils know the problem-solving strategies that prompts are designed to elicit, but they find it difficult to call them to mind. Clues are a question or small piece of information to help pupils work out how to move forward. They should be drip-fed; always start with a small clue.

4. Modelling

Prompts and clues are less effective when pupils encounter a task that requires a new skill or strategy. This calls for layer four: **modelling**. Adults model while pupils actively watch and listen, then try the same step for themselves afterwards.

5. Correcting

Correcting is where adults provide answers and requires no independent thinking. Avoid.