

St Gregory's Catholic Primary School: Marking and Feedback policy



At St Gregory's Catholic Primary School we take a professional approach to the tasks of marking work and giving feedback on it. The age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of Marking and Feedback

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

The marking should be used to inform, be in accordance with the lesson objective, and indicate the next step of learning and as far as possible link to the child's personal learning targets.

Work should be marked regularly and frequently and soon after completion – preferably with the child. The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read or respond in the usual way, other arrangements for communication must be made. e.g. Verbal, signing, and visual.

The criteria for marking should be made clear to the children before they embark on a piece of work (learning objective) and should be indicated in short term planning e.g. punctuation.

Comments will focus on only one or two key areas for improvement at any one time. Then an appropriate prompt will be used to help improve work.

E.g. Reminder Prompt = a question which reminds children of what could be improved.

Scaffold Prompt = Support Questions.

Example Prompt = gives children the choice of possible phrases.

It is important to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

The marking system should be constructive and formative. A useful formula is this: 'praise, advice on improvement, more praise'.

Feedback is effective when it is one-to-one (teacher to pupil) with mutual trust established. Feedback can also be given by a teaching assistant, or through peer review. It can be provided through plenary and in group sessions. Further it can support identifying a child's key learning difficulties.

Children should be given clear guidance in marking on how to attain higher standards. Feedback should support children in knowing how to improve their work whilst consistently applying the basic skills to ensure good progress is made.

Marking of work

Procedures for Foundation, Key Stage 1 and 2 teachers

Work should be marked regularly, ideally, with the child present whenever possible (this may be difficult with older pupils due to the amount of story writing, for example, however intervention strategies must still be used to support the pupils in developing their writing skills). The criteria for marking should be clear and relate to the Learning objective.

Written comment should focus on P (praise) E (error) N (next)

- Praise - A positive comment related to the LO or child's own target.
- Error - Identify an aspect of the child's work that needs improvement.
- Next - Specific advice on how to improve next time. This can be linked to the LO or individual pupil targets.
- Encourage a response from the child (messages to the teacher)
- Support the child in assessing his/her own work

Gap tasks need to be checked Staff need to check the child has taken ACTION as a result of comments, by avoiding repeating the same errors. Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

Errors that were made by children should be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

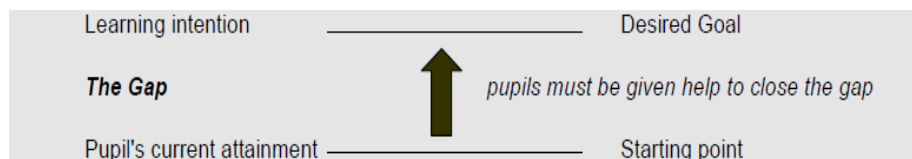
Spelling, Handwriting and Presentation should be marked if it is an objective. It is expected that all Children will consistently use their handwriting, grammar, punctuation and spelling skills correctly in their writing.

Children should be encouraged to proof read each piece of work, checking for errors such as repeated words, omissions, mistakes in tense, spelling and punctuation.

Phrases to help assessment such as "understood orally" and "completed with help" should be included where necessary.

Gap Marking

In order to help raise standards in writing across the curriculum and give children an opportunity to improve their writing as a result of feedback, teachers will identify aspects of children's learning that requires specific gap marking.



Closing the gap marking will:

- Support pupils in identifying the steps needed to improve a specific aspect of the pupil's work
- Be a small achievable task which focuses on the next steps in learning.

Gap Tasks:

- Where the LO has not been achieved or there is a misconception, a short gap task will be set in order to close the gap between the LO and the children's work. It will be completed at the beginning of a lesson, before the start of a new lesson, with the title of Gap Task. Gap tasks should take between 5-10 minutes maximum to complete.
- Gap tasks may be administered to specific target groups and not the whole class. The strategy will be used according to teachers own professional judgement. It is expected at least 2 tasks per week are administrated (1 literacy based task and 1 mathematics task) to all pupils as appropriate.
- If children are, eg uplevelling their work, a different coloured pen can be used to show that the gap task has been completed. A coloured pen which contrasts the pen/pencil used by the child will be used for marking and feedback. Work may be labelled as supported or independent. Older children may record this themselves:
- Gap tasks need to be marked with a brief comment if appropriate.

Short Gap Task prompts	English	Maths
<p>The gap task could be in the form of:</p> <ul style="list-style-type: none"> • a question • a close procedure • uplevelling a sentence/word • changing something • adding something • an extension task 	<p>Say why you thought this. Say how you think this made him feel. Use more adverbs and adjectives here. Think of a better word than <i>bad</i>. Could you describe James? How is your story going to end?</p>	<p>Which number could you add? How many more do you need? Rewrite your numbers the right way round Check your calculation and correct it Show your workings out Have a go at this tricky question</p>

Marking Mathematics

When marking mathematical computations a '/' is appropriate for correct computation. A circle should be used to outline an incorrect answer or an 'X' should be used to indicate an error in maths or spelling tests. Corrections to be done at the end of a piece of work or, if appropriate, alongside an error.

Marking Spelling

KS1 – Children should be trained to know what action needs to be taken in respect of words incorrectly spelt i.e. find word on display or in a word bank and use the LOOK, COVER, WRITE, CHECK technique.

KS2 – Sp should be written at the side of the child's work. Children should be encouraged to use a dictionary or a wordbook to find the correct spelling and write the spelling out three times at the end of a piece of work. Teachers may also write the correct spelling out for children.

GENERAL ADVICE TO TEACHERS

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

The school has explicit rules that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson objective at the top), and teachers will not accept the work unless these rules have been followed.

In addition to these general rules there are specific rules for specific types of work, for example numeracy. These rules have been taught and may be on display. They make it clear what good quality work in the subject is like.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority

In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

The marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed.

Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.

When appropriate, children may mark their own learning, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.

Children should be encouraged to assess their work ahead of final marking. Working with learning partners supports children in checking for common errors (e.g. capital letters) This helps the children to self-reflect at each step of the learning process.

In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

Teachers will comment on spelling and grammar only in the following cases:

- if spellings and grammar were part of the lesson focus;
- if it is a spelling that all pupils should know; if it is something related to the child's target.

Desired Outcomes

Improvement in children's learning and greater clarity of assessment, giving children and parents' information concerning achievement and progress.

Positive Indicators

- Improvement in pupil attainment
- Teacher, pupil and parent testimony concerning usefulness of marking.
- Consistency in teacher marking across Key Stages and between years.
- An understanding by the children in their active role in feedback and marking.

Monitoring and Review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed

K. Bickley

September 2015

Marking Criteria Years 1-6

Marking is completed in green pen

	Written comments
P praise	A positive comment related to the LO or child's own target.
E error	Identify an aspect of the child's work that needs improvement
N next	Specific advice on how to improve next time. Linked to the LO or individual targets.
	Specific codes
//	Need for new line or paragraph
^	Word(s) missing
P (+ symbol)	Punctuation
Sp	Spelling error
V	Vocabulary: Indicate good use of vocabulary with a V next to the word
C	Capital letter
AS	Adult support