Sacred Heart Catholic Primary School Marking and Feedback Policy

PROUD of our children: PROUD of our school: PROUD of our faith

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Governor Lead	
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Headteacher signature	
Chair of Governors signature	

DOCUMENT PURPOSE

This policy reflects the current philosophy and practice in relation to Marking and Feedback at Sacred Heart Catholic Primary School. The policy has been up-dated in response to the requirements of the New National Curriculum introduced in September 2014 and in response to guidelines produced by OFSTED in September 2015. This area of change and development forms a significant part of our School Improvement Plan.

The Government documents: 'Reforming assessment and accountability for primary schools' and the 'Final Report of the Commission on Assessment without Levels' (Sept 2015) give further information regarding the need for change and provide guidance for primary school assessment and accountability. These documents require our school to respond to the increased levels of challenge and higher expectations for all pupils achieved through a clear focus on what happens in the classroom. We will introduce teaching, learning and assessment systems which ensure depth and breadth of understanding, through the identification of gaps in knowledge and understanding and subsequent focussed teaching.

The challenges posed in this period of change in the systems for assessment are significant and it is our schools' belief that changes should be managed strategically and in discussion and consultation with a range of stakeholders, including staff, governors, parents and carers, Local Authority, external agencies and our Consortium Learning Network.

VALUES, AIMS AND PURPOSES

At Sacred Heart we hope to cater for the individual needs of each and every child. This will be supported by our 'Marking and feedback policy' which will help to create awareness within each child of their own self value and of the value he/she makes to the life of the school.

At Sacred Heart we also believe that it is important that all children are given opportunities to reflect on, to analyse and to evaluate their own work and that of others'. This may take place individually, with a partner, a group or with the whole class. We encourage all pupils to develop their independence in learning and to take responsibility for making improvements and setting future targets for their own learning. Marking of work and feedback has an important role in giving pupils guidance about how to make improvements, however, this feedback is only effective if the pupil understands and responds to the guidance given. It is at this point that quality independent learning can happen.

We recognise that parents too have an important part to play in developing their child's attitudes and approaches to challenges in learning. We recognise than in today's busy society pupils are not always given opportunities and time to learn, making their own mistakes and learning to self-correct. However, pupils learn best by being active and by talking about their experiences to others, therefore the importance of parental support with independent learning tasks at home is vital in their child's development.

Our Mission Statement places this aim at the centre of all we hope to achieve......

At Sacred Heart we are:

PROUD of our children; PROUD of our school; PROUD of our faith

Our school aims are:

To live as a Christian family inspired by the values of Jesus.

To celebrate and develop every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

Our practical objectives *evidence how we bring our school aims to life at Sacred Heart and many of these objectives are made explicit in this policy (for more information please see below)*

We believe that each and every child deserves the very best and that they are encouraged to develop their abilities to the full. Marking and feedback play a vital role in raising the expectations of teachers, pupils and parents, enabling the celebration and praise for achievements and the encouragement, support and will to improve.

LINKS TO OTHER POLICIES

This Policy should be read in conjunction with the following Policy Documents: Learning and Teaching, Policy for Monitoring, Evaluation and Review, Policy for Assessment and Reporting (Interim) and the Policy for SEND which will be reviewed and developed over the academic year 2015 - 2016.

AUDIENCE

This policy is available for:

- All teaching staff
- All support staff
- Pupils
- Supply staff, visitors and trainees
- School governors
- Parents and Carers

Copies of the policy are available at school from the School Office and from the school web site.

MARKING AND FEEDBACK

In our school we believe that **children's work should be valued, appreciated** and **developed** further through marking and feedback. At Sacred Heart we aim to achieve a consistent approach to marking and feedback which will ensure that all children have their work and efforts recognised in such a way that it improves their learning. Marking and feedback is matched to the age and ability of the child and is progressive throughout the school stages. There is a consistency of approach across the whole school so that staff, supply staff, pupils and parents understand how feedback is given.

Feedback has most impact when it is shared directly with the pupil. Verbal feedback, including the language used, the timing of the feedback and the ethos of the presentation is crucial and makes a huge impact in the child's understanding and knowledge of their next learning steps and how they feel about their future learning.

Verbal feedback allows the opportunity to personalise learning, to differentiate at all levels, to summarise pupil's level of skills, knowledge and understanding, to recap what pupils have achieved, to summarise and echo back, to put ideas into simple, logical phrases which clarify thoughts, to explain again, to consolidate, to vary the pace accordingly etc.

Pupils also need to know how they are learning through marking and feedback. They should know if their learning has been focussed and worthwhile, whether their learning has taken them forward, or not and the reasons why. Pupil's behaviour has a key part to play in learning and the self management of the pupil's behaviour will have an enormous impact on their own learning and the learning of others. Pupils should not be allowed to disrupt learning because of poorly managed behaviour.

Pupils need to know when they have achieved their personal best and when they have made the best progress in every lesson or over a series of lessons.

Finally marking and feedback opportunities should be planned for within every lesson and time given for this purpose. However, as assessment for learning happens continually throughout lessons, staff should take every opportunity to recognise key times for intervention, with effective quality and informative feedback.

PURPOSES OF MARKING AND FEEDBACK

The purposes of marking and feedback at Sacred Heart are to....

- Raise attainment and ensure at least expected progress - by helping pupils become better learners, by giving a clear picture of what they have done, and what they need to develop
- check that learning objectives have been achieved
- check the pupil's understanding of their own attainment
- show appreciation of effort and resilience
- give recognition and praise for achievement
- monitor and assess work

- identify problems or areas of concern
- support, encourage and motivate
- inform future planning
- provide targets
- provide an evidence base for teacher assessment
- check continuity and progression
- re-enforce particular learning points
- provide suggestions for the next learning steps
- enable parents to understand their child's strengths and weaknesses
- ensure regular dialogue between teacher and pupils

GENERAL PRINCIPLES OF MARKING AND FEEDBACK

There are many strategies that need to be applied to the marking of work. At Sacred Heart we believe that the following general principles of marking should be applied...

1. Marking of children's work **can have different roles and purposes at different times and can involve both written and verbal feedback.**

2. Whenever appropriate/possible, teachers and other adults should provide **individual verbal feedback to children**.

3. The marking of children's work, either written or verbal, should be **regular and frequent**.

4. Teachers should **look for strengths as well as weaknesses** when marking work.

5. Marking should be **positive yet constructive** and should be **sympathetic without ignoring areas of difficulty.**

6. The emphasis in marking should be on a child's achievement / progress i.e. work should **bear in mind a child's capabilities and efforts.**

7. Marking should be **linked to learning targets/next steps** in some cases for pupils of all abilities where appropriate

8. Marking procedures and marking standards should be **consistently applied across the school**.

9. Marking practices and procedures should compliment the school's overall policy on Assessment, Recording and Reporting Achievement.

10. Marking practices and procedures should be in keeping with the many ways in which the school recognises and celebrates children's achievements.

11. Marks and comments should be used to **help teacher assessments** concerning children's progress and to **inform teacher records and reports.**

HOW DO WE MARK AND GIVE VERBAL FEEDBACK?

Marking and feedback about learning should always take place with reference to the learning objective, success criteria or a rubric e.g. for Literacy and Language. The Learning objective is clearly identified on the teachers planning and communicated to pupils at the start of each lesson. Supporting the Learning objective are the success criteria which detail the steps needed to achieve the Learning Objective. The success criteria are discussed with pupils at the start of, during and at the end of each lesson as appropriate.

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It is essential that marking is always focussed on feedback about learning.
See the Teaching and Learning Policy for further information.

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GUIDANCE FOR MARKING BY ADULTS

Marking in the presence of the pupil

Marking in the presence of the pupil is always preferred, since its impact is greatest. At Sacred Heart, we call this 'over the shoulder' marking. This form of written feedback, uses an orange highlighter pen to identify where a pupil may

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improve their work. Pupils are expected to respond with a yellow highlighter to indicate where improvements have been made.

Adults use a green highlighter to indicate where learning is effective and the pupils is achieving well.

Marking alongside the child is most effective when:

- teachers agree next steps and individual targets with children, and they become involved in setting their own targets;
- specific advice for improvement is given;
- teachers follow up agreed targets with the child to evaluate progress;
- it gives children the opportunity to comment upon their work as it is marked;
- it involves dialogue between teacher and child;
- it provides individual strategies for improvement.

As the child becomes older, the pattern of marking changes. There will probably be less time for marking in the presence of the child and out of necessity, teachers will mark more work out of the classroom. It is preferable however, to mark in the presence of the child as often as possible.

With older children, teachers will often mark as they move around the room, checking for understanding, and providing reminders and prompts as necessary.

Distance Marking

Distance marking may have limited value with younger children, but is often essential when marking large amounts of work. With the pressures of the classroom, it is usually necessary, particularly with older children.

Some principles need to be considered if this form of marking is to be used effectively:

- Symbols and codes used should be agreed and understood by teachers and children;
- Teachers should ensure that children are given specific time to respond to written comments and to make improvements from the prompts that the teacher provides;
- Comments are clear and the language used is accessible;
- Specific strategies for improvement are given

How clear are written comments to pupils?

Written Comment	Child's thoughts
'Develop these ideas further'	*'Yes, but how?'*
'More detail needed'	*'Yes, but I thought it had all the detail it needed so now I'm not clear.'*
'You must try harder'	*'!!!!!!!!!!'*
'A lovely story'	*'So is it perfect then?'*
'Good work'	*'How good, in what way?'*
'Spellings'	*'Which?'*
'Use Paragraphs'	*Yes but I don't know how, which is why I didn't use them in the first place.'*

Incorrect responses
- Where mistakes indicate a developing understanding, encouragement and guidance with suggestions for improvements may be given to the child. Children need to be encouraged to 'have a go'. It is important that they understand that the need to improve, or to make corrections is part of the learning process. Sadly, some children are brought up to believe that to make a mistake is always an indication of failure.
- Where work has been rushed or badly presented, or where little effort has been made, the child may be asked to make improvements. The teacher should have high expectations of the children, and the children should be encouraged to have high expectations of themselves.
- The number of marks, corrections and opportunities for improvement largely depend upon the learning objective for that particular piece of work and the needs of the child, but a ratio of three successes to one improvement is a helpful rule of thumb.

Our aim should be to indicate the child's mistakes/correct work clearly, in a consistent way which is appropriate to the level and ability of each pupil.

Remember … 'Mistakes are magic!'

MARKING AND FEEDBACK DURING GUIDED WORK

When the teacher and/or teaching Assistant carries out Guided Work with small groups of pupils, marking and feedback should take place with the child / group present. This may include group marking, peer group assessment etc.

Pupils may mark their own work under the guidance of the supporting adult.

The teacher's focus for marking away from the child will then be the groups who have worked independently during the session. Where verbal feedback has been given this should be recorded using VF. Where guided work has taken place this should be recorded using a GW. See below.

GUIDANCE FOR SELF / PEER MARKING

Self and peer marking is important because it enables pupils to reflect on their own learning, to discover their own mistakes, to justify their ideas and answers, to explain their reasons and thinking, to discuss subjects further using appropriate vocabulary etc.

Self-assessment encourages pupils to take responsibility for their own learning and develops independence. Pupils are encouraged to self-mark and re-edit their work using a yellow highlighter pen. They are encouraged to find their own mistakes and to be proactive in improving and revising their work.

When pupils self-mark this should be completed in pencil.

Further Guidance

- All adult marking should take place in orange and green.
- Where marking and feedback are give by adults other than the class teacher this needs to be initialled by the adult. (TAs, supply teachers etc.)
- **Use of ticks** – over the week books will show some adult ticks as well as pupil self marking. Books should show that work is at a challenging level so that whole pages of ticks, showing repetitive work/ exercises are the exception.
- When verbal feedback (VF) is given, work does not need to be ticked.
- Mistakes should be identified by highlighting the incorrect work (in orange highlighter)
- Crosses will not be used. Dots are used instead.
- When a pupil has obviously not understood the task and has made a series of mistakes, careful consideration should be given to how constructive feedback should be given. Rather than 'over marking' the work, feedback should be given through direct teaching. This should then be built into the planning for the next lesson e.g. through a guided group work or additional TA support, or afternoon intervention. The work can then be marked with VF. Subsequent work by the pupil should be able to demonstrate how the additional teaching has impacted on learning for the pupil.
- Reversed digits: will always be corrected in all work as appropriate to the age and stage of development of the pupil
- Reversed letter shapes will be corrected as appropriate to the age and development of the child.
- Place value mistakes will always be corrected in mathematics
- Errors in the spelling of technical, subject specific vocabulary will be corrected if they are words which have been taught and are expected to be known at the stage of development of the child.
- Common exception words should be corrected, showing the correct spelling, according to the age and stage of development of the pupil.
- Grammatical errors should be corrected according to the age and stage of development of the pupil
- In mathematics, the correct nomination of units (e.g. cm, mm, ml etc) should always be emphasised in the answer to the question and this should always be corrected in pupil's work. However, this need not be used in the calculation or in jottings.
- When literacy and/or mathematics is applied across the curriculum, care should be taken to ensure consistent marking, showing high expectations of pupils as they use skills across the curriculum.

USE OF A MARKING CODE

The following marking code has been agreed by staff. The aim of this code is to give full feedback to pupils, parents, other staff etc. regarding the context in which the learning took place.
It is anticipated that pupils as well as staff will be able to code their work appropriately using the code below. Pupils using the code will become more aware of how the learning took place by using the code and therefore, will become more independent in developing their own learning styles.

Marking Codes

IW – Independent
SW – Support by an adult
GW – Guided Work
VF – Verbal feedback.

LAYOUT AND PRESENTATION OF WORK

We believe that presentation of work is very important and that all pupils should take great pride in their work. The following guidelines will provide consistency of approach throughout our school and will ensure that all staff have equally high expectations of pupil's presentation. Work which is poorly presented is not acceptable and staff may request that pupils repeat the work to the required standard.

- The purpose for learning should be presented at the top of each piece of work as a title. The purpose / Learning Objective should be in child friendly language and in a shortened and brief format, posed as a question… 'Can I….?'
- The purpose / Learning Objective should be underlined using a ruler (Introduced for pupils in Y3).
- The date will be written on the child's work by an adult for pupils in Reception. The format for the day will be as follows: 13th June or work will be date stamped.
- Pupils will be encouraged to take greater responsibility for the date in Year One e.g.by writing the day of the week
- The date will be recorded in the book by the child from Y2 or at an age/ ability as appropriate, using the short date for maths e.g. 3.3.16
- For pupils in KS2 the short date is used for maths and for daily logs. The long date is used for literacy and Language work e.g. Monday 21st June 2016.
- Paragraphs should be started on a new line ensuring that there can be no mistake about the writer's intentions.
- When writing extended pieces, pupils should write on alternate lines, so that there is space for re-drafting on the line above.
- The school handwriting policy should be adhered to at all times and staff should not accept untidy or careless letter or number formation. Writing in Key Stage Two should continue to build on the cursive script introduced in Key Stage One.
- Pupils who are exploring open-ended investigations may not have any recorded work in their books. In this case evidence of the activity will be seen in the LO /purpose for learning heading, the date recorded and the statement practical work. Further information relating to the activity can be found in the teacher's planning if required.
- Our schools adopted handwriting style should always be encouraged and adult marking should always reflect and model the handwriting expected by pupils. See Handwriting Policy for further details.

USE OF EQUIPMENT

Pupils should be encouraged to be independent in their organisation and care of books and writing equipment. A range of equipment should be easily available at all times so no time is lost searching for pens etc.

Pens
- Pens should be introduced at the discretion of the teacher and a pen license issued when the pupil is ready, from Year Four onwards.
- Pens should be blue.
- Pens should be used for all subjects, except maths, where appropriate, for all pupils in Years Five and Six
- Pencils should be used for underlining, constructing diagrams, shapes, graphs etc.

Erasers

- Erasers should only be used when pupils are constructing / drawing diagrams, shapes, lines, underlining etc.
- When pupils need to make an alteration to their work in pen, this should be done neatly, with a single line through the incorrect work. Pupils must not scribble out at any time. Incorrect work is a good source for understanding the pupils thought processes as they learn and gives the teacher important information for assessment and next learning steps.

MONITORING, EVALUATION AND REVIEW

- The marking policy will be monitored by the Senior and Middle Leadership Teams.
- Book scrutiny will focus on the application of the marking policy in raising attainment and ensuring pupil progress. Books will be a clear source of evidence demonstrating how learning develops over time for each pupil, how one lesson builds on the previous and how pupils take control of their own learning.
- Lesson observations will focus on verbal feedback by teachers and other adults. This will be a source of evidence of assessment for learning during each part of the lesson and during guided group work.
- Self and peer assessment will be evident through book scrutiny and lesson observations.
- Pupil's involvement and understanding of the marking and feedback policy will be evident during pupil discussions, when they will be able to explain the process of assessment, grading, feedback etc.
- The reference to the marking code on pupils work will also aid the process of monitoring and evaluation of pupils learning when using pupil's work as a source of evidence. In particular strategies for differentiation will be more evident e.g. where pupils have achieved a Learning Objective because of support given by an adult or where pupils in different year groups are working on similar work from the same level and from the same objective.
- When work is moderated at year and key stage level, every opportunity should be taken for staff to share marking methods and approaches.
- Work-life balance will be monitored by all staff and the headteacher will evaluate the impact of the policy in making improvements in this area. It is important that the implementation of this new policy has the desired impact of reducing teacher work load of written feedback and frees up time to focus on other areas.
- The impact on standards of attainment and pupil progress will be monitored and evaluated by the Headteacher and SLT.

CONCLUSION

The success of this policy lies in the impact on raising pupil attainment and ensuring that every pupil makes at least expected progress.