



Feedback and Marking Policy

Committee Name:	Curriculum
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Person responsible:	Head Teacher

Purpose

At St Fidelis Catholic Primary we want to encourage everyone to grow in confidence to achieve their full potential as they learn and play, and to celebrate our successes. Feedback and marking have a particularly crucial role to fulfil in achieving this goal.

Broad aim

Feedback is at the core of assessment for learning in that it acknowledges achievement while at the same time pointing the way forward for pupils by identifying next steps or improvements. To be effective, feedback should be made in relation to the learning objectives and/or pupil targets. It must be given in ways that pupils can understand and act upon.

Expectations

Feedback (oral and/or written) and marking should be:

- Regular, relevant and understood by learners
- Often positive and always designed to enable progress
- Resulting in a visible impact
- The beginning of a dialogue/intervention, when required
- Used to inform planning of future lessons

Partners

Teachers are not the only people who can mark and provide feedback. Whilst they are the lead professional with responsibility for ensuring that all learners make progress, others can play a valuable role in terms of feedback and marking. However feedback and marking provides a key opportunity to personalise learning so as to provide developmental next steps for all learners to achieve their potential. Immediate feedback during a lesson is given through the Excellent Learners poster, identifying when children have shown a particular skill in their behaviour for learning.

Teaching assistants should be involved on a daily basis in the process of feedback and marking. Written comments, directed to the learner, should be recorded where a child has been supported with a task. These comments should address both how the child worked and also what the child has managed to produce. This should provide feedback to the child, as well as enabling the teacher to interpret the level of support and success the child had. (See appendix: Teaching Assistant Feedback) Teaching assistants should initial their written feedback.

The learner has a fairly fundamental role to play in feedback and marking. If dialogue is to occur then pupils should be encouraged to also record evaluative comments, linked to the learning objective, upon their own work or performance. Such an approach to self-assessment is vital if we wish to develop learners who are independent and self-motivated.

Other children can play a valuable role in commenting upon and responding to the learner's work. If children are provided with clear criteria and guidance from the

teacher, they can contribute much to the learner's understanding of what they have done well and where they need to go next.

Parents are a key stakeholder in the child's development. From time to time throughout the year parents will want to understand their child's strengths and weaknesses in the various subject areas. The feedback and marking of the child's work will help to enable this. However it may also be appropriate for parents to record their comments about their child's learning too. This may take the form of comments within the reading record, homework book, end of year report and (on specific planned occasions) within the pupil's class books.

Pupil response

There is an expectation for pupils in Years 2 to 6 to respond to the teacher's feedback and marking so that it is an ongoing dialogue between both parties. Pupils should respond using a green coloured pen. Where the teacher has written a statement such as, "remember to subtract the smaller number from the larger number", the pupil should show they have read this by writing their initials beside the statement. When children have been given a point for development (PFD), they should be given adequate time to respond to it using a green pen at the start of the next lesson. The teacher should show that they have read the pupil's response to marking (RTM) by ticking/initialling beside it, as this response can also be used as another way of assessing their learning.

Marking codes

Teachers will often want to implement individual marking codes. These will, by their nature, vary. However it is good practice for any marking code to be consistent across a year group, clearly displayed within the classroom and most importantly fully understood by all children (and other stakeholders as appropriate).

Religion

All of the above is applicable; however it is also important to note that when responding to children's recounted experiences and personal reflections, the teacher's response shows sensitivity and empathy to the content of the child's work.

Possible Good Practice

- Teachers do not need to correct every error in written work. Key areas should be common spelling, grammar and punctuation errors, which the child should know.
- Teachers should not write corrections on top of the child's writing, but in the margin or above the word, so that the child can see the original error as well as the correction.
- Marking should be in a colour pen that is different from that the child uses.
- When work has been supported by an adult this needs to be made clear in the child's book.
- Children should be given regular opportunities to edit their own written work, and to edit and improve each other's work.

Some forms that the written comments might take:

- Direct reference to the learning objective: e.g. 'You were able to predict what would happen, and give a very good reason, well done!'
- Ask a question about something the child has written, to take them further, e.g. 'Can you see a pattern in the answers you got?'
- Give two or three good points about the work, and one point for improvement

- Write a short 'closed' sentence. The child has to complete it. e.g. 'Give me a good adjective for this. The giant had a nose.'

Pupil conferencing

The Sutton Trust "Toolkit of Strategies to Improve Learning" (2011) reports that meta-cognitive and self-regulation strategies are very effective in raising pupils' attainment. These strategies are teaching approaches which make learners think about their learning more explicitly (see the appendix for further information). This can be achieved through effective pupil conferencing when teacher and pupil should review progress and decide on the next steps in their learning.

Excellent Learners

The Excellent Learners poster is displayed in every classroom and provides opportunities to affirm the excellent behaviour for learning skills demonstrated by children during lessons. These skills include asking for help, not being afraid to make mistakes and asking questions. The poster is displayed prominently to ensure that it is highly visible to all adults and children in the classroom.



Marking codes

What the codes mean inside your books:



= Independently



= Focus group (this shows you have worked with your teacher).



= Paired work



= Group work



= Worked with the teaching assistant



= Teacher support

Remember:

If you work by yourself (independently) write



If you work with a partner write



If you work in a group write





Teaching Assistant Feedback

Comments linked to effort:

I was delighted by the super effort you made today.

We worked well together today.

I was disappointed with the effort you made today.

Comments linked to attainment:

- You used consistently today
- You remembered to use your today
- You needed little help/no help to complete your task
- You shared your ideas with me today
- You understood the task and talked about your work
- You haven't showed me clear understanding of the task
- I think you have not understood this today
- You've written a very good today
- Well done you did
- You have shown super understanding
- You have shown good understanding
- You have shown some understanding but next time
- You need more practise to grasp this
- Super work! You did this all by yourself [independently achieving]
- Well done! Only a little help needed [needing some help]
- You've achieved today's task well
- I liked the way you were able to work on your own today



Good practice in Feedback and Marking

The following sheets show good practice in feedback and marking identified by staff at staff meeting in 2013. Each page is annotated to show why the piece of work has been chosen.

LO met

I agree completely with your ^{work} EBT you have used the correct method but your multiplication of decimals is out.

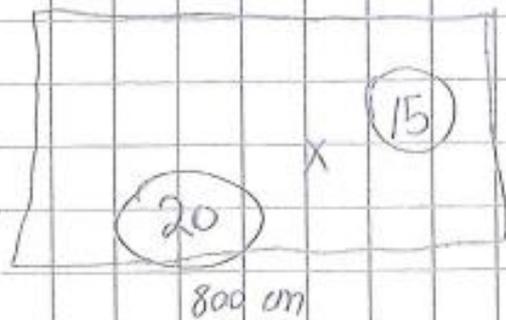
PFD: What is 4.5×7 ?

$$\begin{array}{r}
 4.5 \\
 \times 7 \\
 \hline
 31.5
 \end{array}$$

✓ Better!

The marking shown here clearly meets the aims of the policy, with an ongoing dialogue between teacher and pupil seen across many pieces of work. The teacher's response to the PFD provides further affirmation to the child.

I can solve problems in real



600 cm

40800

$$\begin{array}{r}
 015 \\
 40600
 \end{array}$$

20

$\times 15$

100

200

300

tiles

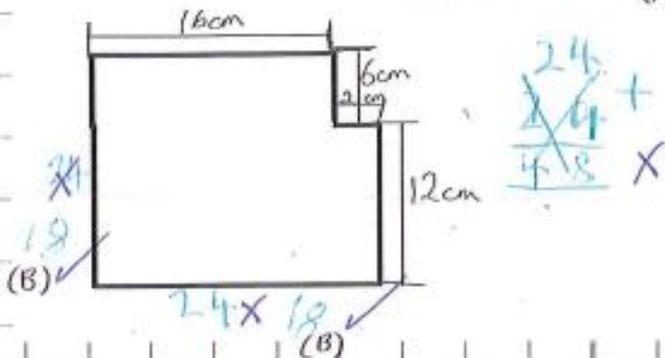


✓

L.O part mels.

PFD - Work out the two missing measurements on this diagram. We will repeat a similar lesson tomorrow, but try to have a go.

can't do it (sorry) (A) - Hopefully today's lesson with help



6.03.1

L.O: I can work out missing measurements

Shapes

12cm

2

7cm

2cm

5cm

In this piece of work, it was clear to see from the child's initial response (A) that the child found this PFD difficult. Having seen this, the teacher responded and planned a further opportunity for the child to work on this skill. The PFD on the next day asked the child to go back and try the PFD again. This time the child got it right (B).

7
15cm
X

Task

9cm

12cm

8+4=12

level 5 a.

The point for development at the bottom of this page was picked out as good practice as it clearly showed the level of the question being posed for the child.

a.	Position	1	2	3	4	5
	Term	6	12	18	24	30

b.	Position	1	2	3	4	5	6
	Term	5	8	11	14	17	20

C, WWW: I can find the patterns
WWW: I understand algebra.
WWW: I can work as a team
EBI: I explained my answers.

Lo Met

PFD: Here are three equations.

LEVEL 6

$$a + b + c = 30$$

$$a + b = 24$$

$$b + c = 14$$

What are the values of a , b and c ?

$$a = \boxed{16} \quad b = \boxed{8} \quad c = \boxed{6}$$

Thursday 2nd may 21

Shakespearean

I

L.O. I can retell a Shakespearean play

Romeo and Juliet

families

Chapter one The family's

Level	AP6 Punctuation and syntax
6	I can use all punctuation including ; correctly throughout all writing.
5	I can use commas to mark all clauses in sentences correctly.
4	I can use speech marks to signal direct speech correctly.
3	I can use capital letters ; ? ! and , for lists correctly.
2	I can use capital letters and , accurately.
1	I know what a full stop is used for.
W	I can tell the difference between letters and symbols.

There were two family's, the family's a called Capulets and the Montague's. I were ^{enemies} enemies. They are in the best city country of Italy, the bright sun always & the birds were always singing and the were always fighting. ✓

The people in the ^MMontague family are lady Montague. Romeo had ^{two} two friends names are Mercutio and Benvolio. They love Italy but, the only people they hated the Capulets. ✓

The people in the Capulet family are Juliet's dad who is a nurse who looks after Juliet. I in Italy except the Montague

first sight

Juliet's two friends Mercutio and Benvolio wanted to make a plan to get into the ball

In this piece of work, children were given part of the APP sheet to use as a reminder when carrying out an extended writing task. Children were asked to self-assess at the beginning of the task against the criteria and again at the end of the task.

Possible questions for use in a pupil conference:

What's going well?

Can you tell me one thing that has made you feel proud recently?

What do you find difficult? What/who helps you? What do you do if you get stuck?

Tell me about someone who is good at thinking in [subject]. What do they do?

Which maths lessons do you enjoy most? Why?

What helps you to learn in the classroom?

Which resources in our classroom do you find most useful when learning?

What targets have you worked on so far?

Thinking about your last target, if you were going to teach this target to someone else, how would you do it? What would they need to know?

How do you make sure you are an excellent learner?



Meta-cognition and self-regulation strategies

The Sutton Trust “Toolkit of Strategies to Improve Learning” (2011) reports that meta-cognitive and self-regulation strategies are very effective in raising pupils’ attainment. Overall, these strategies involve us being aware of our own strengths and weaknesses as a learner, being able to set and monitor goals within a task and having strategies to choose from or switch to during learning activities.

Self-regulation includes both affective capacities – moods, feelings and emotions and cognitive capacities – beliefs, perceptions and knowledge. Learning and attainment are best understood when we acknowledge the interactions between affective and cognitive processes. For example, self-regulation focuses on how learners actively manage their feelings and motivations to learn.

Self-regulated learners...

- Understand the learning objective and how they can achieve it using the clear success criteria given
- Concentrate on instructions given
- Use effective strategies to organise ideas, e.g. mindmaps, flowcharts, highlighting, summarising etc.
- Know where to access resources and use them effectively
- Monitor their own performance through the use of self-assessment
- Manage their time effectively to get the most done during task time
- Hold positive beliefs about their own capabilities and have an “I can” attitude towards new tasks

Strategies to support the development of meta-cognitive and self regulation skills in the classroom:

- Modelling approaches for planning and asking pupils to identify the different ways that they could plan (general strategies) and about best approach for a particular task (specific technique).
- Helping children to identify the key steps they need to be aware of as they go through a task to keep it on track – where might this go wrong? What will be the difficult parts?
- Providing opportunities for children to engage in challenging and collaborative learning experiences where they are encouraged to make their own decisions.
- Involving children in evaluating their own and others’ work through self-correction/peer marking.
- Creating a learning environment with resources displayed which support children’s current learning.
- Having a system in place for children to know how to access/ask for help from adults or peers.