

# Feedback and Marking Policy



Committee Name:	Curriculum
Date of Approval:	2018
Validity Date:	2018-2021
Person responsible:	Head Teacher

## Purpose

At St Fidelis Catholic Primary School 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.

## St Fidelis- A Rights Respecting School

Article 12: Children have a right to give their opinion, and for adults to listen and take it seriously.

Article 28: Children have a right to a good quality education.

Article 29: Children's education should help them to use and develop their talents and abilities.

## Expectations

Feedback (verbal 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. Points for development (PFDs) are given to consolidate, develop or extend the child's understanding further. It is important for teachers to be aware that when the child has got all questions correct in their independent work, that their PFD is not just more of the same learning. 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).

**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.

**Comparative Collaboration** is a process which supports peer assessment and feedback. Children are required to work in groups to identify strengths of their own and others' work and how the work could be further improved. Using the success criteria, the children then rank each member's work from strongest to least strong. A discussion of the decision reached should follow before key ways to develop the pieces further are recorded on the 'comparative collaboration' slip (Appendix A). A copy of each slip should be stuck into each group member's book as it will be used for the next lesson.

**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, 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 and pupils in Year 1 from the summer term onwards, 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 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.

## **Good Practice**

- Strengths in a piece of work are identified using a green felt pen.
- Teachers do not need to correct every error in written work. Where areas are picked up, including spelling, grammar and punctuation errors, these should be identified using an orange felt pen. To encourage children to think about the mistake made, they should identify the reason for the error themselves and correct using their green PFD pen.
- If the child achieves the learning objective (LO), a green tick should be placed against the LO. Two green ticks should be used to show the LO has been met with style. If the child part achieves the LO, an orange tick should be placed against the LO. If the child has not yet achieved the LO, no tick should be placed against the LO.
- 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 red pen.
- When work has been supported by an adult this needs to be made clear in the child's book, using the agreed code.
- 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) reported 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, such as that used in the school's Turnaround programme, when adult 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.



## 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



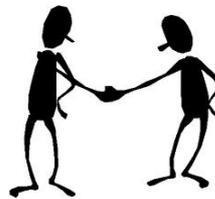
= Teacher support

### 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.



**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.

	Comparative Collaboration	
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