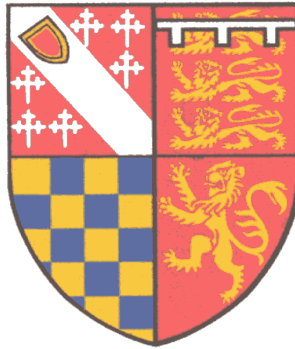


St Philip's Catholic Primary School, Arundel



Marking and Feedback Policy

Including:

APPENDIX 1: ABBREVIATIONS AND SYMBOLS USED IN MARKING.

APPENDIX 2: ST PHILIP'S AGREEMENT ON MARKING PARTNERSHIPS.

Presentation Non-negotiables

Presentation must be consistent from class to class and year group to year group.

Information on the front of all work books must be consistent:

- Child's Name
- Year group
- Teacher's name
- Book type

Expectation for presentation must be consistently high. Any poor presentation must be challenged with a written comment and improvements referred to in future work.

Ensure that comments move children's learning forward. Always try to write a command if you are asking children to respond to your comments, e.g. now complete this... , below write...

Children should be encouraged to join their handwriting as early as possible. All writing, for most children, according to ability, should be joined by the end of Year 2 or before if able.

Children in KS2, apart from those with exceptional SEN, should use a handwriting pen for writing once they have earned their 'Pen license'

Pencil only to be used in Maths books

Pupil responses to marking will be in purple pen

Children need to be writing in Literacy books every day (Unless offsite) – this can include planning for longer pieces of writing, editing or grammar, spelling and punctuation. Opportunities to write for sustained periods should occur frequently.

All work must be at least 'Acknowledge' marked.

Codes must be consistently used to identify whether work has been completed with support or independently and must be in line with the marking policy.

The Governors of St Philip's Catholic Primary School, in ratifying this policy, take note of the following:

- *Ofsted does not specify: the frequency, type or volume of marking and feedback*

***Extracts from page 15 of The School Inspection Handbook, September 2019.
Published by Ofsted.***

Marking, Feedback and Response Policy

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against the Learning Objective and its success criteria. Marking in the presence of the child is the best form of marking and it is preferable to mark in the presence of the child as often as possible (at least once a week).

Marking at St Philip's will:

- Help children become better learners by giving a clear picture of what they have done well, and what they need to develop.
- Will be done within the lesson where possible so children can respond immediately (especially with Maths marking)
- Give recognition and praise for achievement and provide suggestions for the next learning task.
- Allow specific time given on a daily basis for children to read, reflect and respond to comments. For younger children (Y1/FS) this will need to be done verbally, where appropriate.
- Relate to the learning objectives and not attempt to assess everything.
- Help children to understand the steps to success and how their work will be marked.
- Use symbols that are consistent, unambiguous and appropriate to the child's maturity.
- Be clear, readable and support our teaching of handwriting.
- Enable parents to understand their child's strengths and weaknesses.
- Be seen by children as positive in improving their learning.
- Equip children with skills and encourage them to peer and self-assess, particularly against the Age Related Expectations for their year group or Key Stage
- Inform future planning and individual target setting.

Types of Marking

We use different types of marking, for different purposes. The ones that must be used are listed below:

Acknowledgement marking (also called tick and initial)

This type of marking can be carried out by teachers, LSAs and other support staff. It is useful for identifying right and wrong answers. It is often summative. It is also useful to use this type of marking, when summing up work, and when the teacher and pupil need to know the result. It should be used carefully as it does not always make clear *why* work might be wrong.

Formative marking

There are several different types of formative marking. The ones that must be used are listed below:

Precision marking

This type of marking takes a line by line approach to help identify clear strengths and areas for development in the work. It is helpful in diagnosing issues to follow up. Whilst this approach is thorough and formative, teachers should be aware that over-zealous marking can affect a pupil's self-confidence.

Specific Marking

This type of marking focuses on evaluating work against a clear focus linked to the learning objective, targets or success criteria. It helps to provide clear strengths and areas for development including scaffolds and prompts. It is important to note that specific marking should provide both challenge *and* support.

Self-marking

Children should self-evaluate wherever possible. When able to, children can identify their own three successes and look for improvement points. Plenaries can then focus on this process as a way of analysing learning. Children will need guidance and training on how to do this successfully and not deface their work/books in any way. It will be important to ensure that strengths and areas for development identified are useful so that there is visible impact over time from this approach. This may be done in purple pen if appropriate. Children may use a purple pen to make improvements and corrections to their work

Shared marking

Using one piece (teachers should use their discretion as to whether or not it should be kept anonymous or be from another class) displayed on the interactive white board, model the marking process and highlight pertinent teaching points. This should happen regularly.

Paired marking

Before the end of a lesson, children should sometimes be asked to mark writing in pairs (from KS2 upwards unless teachers feel some children are ready for this at an earlier age). Children need to be trained to do this through extensive modelling with the whole class and establishing of ground rules (e.g. constructive feedback, confidentiality, listening well).

Care should be taken so that work does not become defaced and purple pen may be used. Children will need guidance and training on how to do this successfully and not deface books in any way through careless paired marking. It will be important to ensure that strengths and areas for development identified are useful so that there is visible impact over time from this approach. Crucially teachers still need to check that pupils' marking is correct.

Verbal feedback

This is used to record that feedback has been provided and should include key words of the discussion to help record the feedback. The impact should then be seen in pupils' work after that.

Pupil Responses

Pupils will be expected to respond appropriately to teacher's comments where necessary.

Learning objectives

In Years 1 to 6, learning objectives will be written or stuck into books. There will be a space for teachers to assess and pupils to self-evaluate their work.

Absences

When a child is absent on a given day or from a lesson, this will be noted in the child's book by the teacher or Learning Support Assistant and initialled. See example below:

4.11.16 - Pupil absent. TH

Or possibly

9.11.16 – Pupil at intervention. HH

Over time this will help teachers and moderators to understand if a pupil is regularly absent – for example this may form part of an explanation as to why substantial and sustained progress in all or some areas of the curriculum is lacking. Concerns regarding regular absence from school should be discussed with the Head teacher.

General Principles – All subjects

- All work should be marked in accordance with this policy.
- All work must be marked using one of the methods to be used by teachers (i.e. not paired of self-marking). This means that no work in books will be unmarked and that all work will be at least 'acknowledgement marked'

General Principles – English

- All work should be marked in accordance with this policy.
- Assessment writing should always be marked in detail using Close/Precision Marking or Specific Marking as set out in this policy.
- Teachers can use their discretion as to whether or not a piece needs detailed marking or can simply be acknowledge marked. At least 2 English and 2 Maths pieces of work should be marked by using close/precision or specific marking comments each week. Teachers should note that the quality of marking will be judged on the impact it has on children's learning. Children will always receive verbal or written feedback on significant¹ pieces of writing. Where less detailed marking is not impacting enough individual teachers may be required to vary the frequency of their detailed comments to children. This will always be following a discussion with the Leadership Team and the teacher involved.

¹ Significant writing – writing that is particularly lengthy, of potentially good quality for this pupil or is particularly noteworthy given their starting point or progress to date

Pupils will:

- Complete corrections underneath or nearby work
- Cross out errors with a pen or pencil in a single straight/horizontal line
- In English, if a child is self-correcting a word, they should underline the word and write it correctly at the side
- Only use erasers as directed by the teacher or Learning Support Assistant.

General Principles – Maths



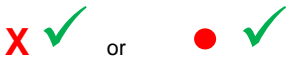
- Always provide pupils with time to respond to comments. This should take place at the beginning of every lesson. This is known as Marking Reflection.
- Any time a child has a X or a dot, it is expected that they will be given time to correct the mistake.
- If this is addressed in class a 'V/F' can be put to show a teacher has intervened using Verbal Feedback. Ideally, key words of the discussion should be noted on the page.
- If a misconception is addressed after the lesson, a scaffolding prompt or example is given by the teacher and changes the child has made will be done during Marking Reflection.

General Principles – RE

- All 'Come and See' and 'Other Faiths' books to be marked in gold pen.
- RE driver words to be used in feedforward comments.

Teachers / Learning Support Assistants will:

- Always address incorrect work. This must be done through: corrections, verbal feedback given or repetition of the learning objective to address misconceptions.
- Always provide pupils with time to respond to comments. It is recommended that this takes place at the beginning of every lesson.
- Where the child has shown a good understanding of the Learning Objective, the teacher will address this during the lesson. i.e. Assessment for Learning will identify which children need "next steps" and the learning will be reshaped accordingly. However, where this is not possible a simple question should be given that moves the child on and could be addressed in Marking Reflection

Indicates a correct calculation 	Indicates a calculation that needs correcting 	Indicates a calculation that HAS been corrected 
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Pupils will:

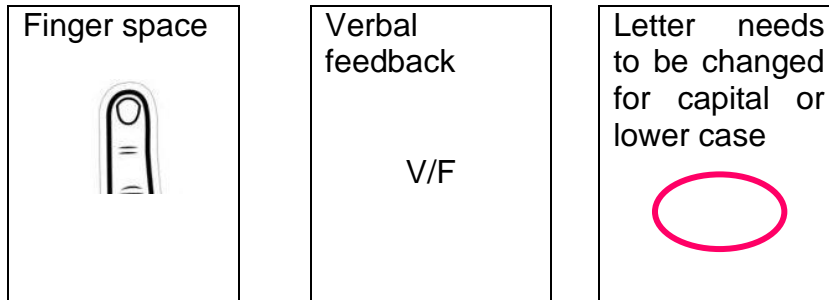
- Complete corrections underneath or nearby work.
- Cross out errors with a pen or pencil with a single straight line.
- In Maths, a straight diagonal line will be put through a number or digit if it is wrong and the correction written neatly to the side.
- Only use erasers as directed by the teacher or Learning Support Assistant.

Year 1

The principles for children in Year 1 are similar, except that the use of comments and verbal feedback needs to be aimed at the younger audience as many children will be less able to read comments.

Teachers can begin to use the range of symbols as above for numeracy.

For literacy, children will be introduced to the following three symbols below. Work will be annotated, where appropriate, for assessment purposes.



Throughout term three (summer term) children should be moved towards Year 2 expectations.

Foundation Stage.

The principle for children in the Foundation stage is the same; however, feedback for the children will be predominantly verbal. **Work will be annotated, where appropriate, for assessment purposes.** The range of symbols used needs to be very simple. The following symbols can be used.

Childs Name:	
Date:	
Title:	(where appropriate)
CI /AI	Child Initiated/Adult Initiated
S	Supported
I	Independent
Areas(s) of Development	PSED, CL, PD, EAD, UT, M, L
Comment	Personal description of learning/achievement

Consistent practice will be used across the Foundation Stage. Children will have a dialogue with the teaching staff about their learning through answering questions, conversations with adults and through thumbs up if they are confident about their learning.

APPENDIX 1: ABBREVIATIONS AND SYMBOLS USED IN MARKING.

v/f verbal feedback

w/s with support

Ⓢ independent

? Look at this again or “what have you missed?”

○ Good work

✓ correct

X or ● Incorrect

Sp or
Word or

^ insert

○ Missing punctuation

// new line or paragraph

— Missing capital letter or no capital letter needed

○ change this word

Pupils encouraged to put one line through a spelling mistake.
Comments: usually with a comment on objective of lesson & on pupil's contribution to input/ talk / discussion as well as written work e.g. Outstanding / Excellent /Very good /Good /Well done
NOT “William!” but explain it further.
NOT “See me” but “I'll come and help you with these.”
Respond with a question e.g. “Why do you think the Mary Rose sank?” or “What would you have done?”
Give time for the pupils to respond to questions written in their books.

HP House point for exemplary work

Stamps Used by individual teachers

Green pen used to acknowledge good work, achieved objective or correct answer.
Pink pen to show something needs to be acknowledged or an action needs to be taken.
Gold pen to be used in 'Come and See' and 'Other Faiths' book.
Purple pen to be used by pupils for self and peer marking

APPENDIX 2:

ST PHILIP'S AGREEMENT ON MARKING PARTNERSHIPS.

We decided there some rules we all needed to keep.

When we become Marking Partners we all agree to:

- ✓ Respect our partner's work because they have done their best and so their work should be valued.
- ✓ Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- ✓ Tell our partner the good things we see in their work.
- ✓ Listen to our partner's advice because we are trying to help each other to do better work.
- ✓ Look for a way to help our partner to achieve the learning objective better by giving them a "closing the gap" improvement to do.
- ✓ Try to make our suggestions as clear as possible.
- ✓ Try to make our suggestions positive.
- ✓ Get our partner to talk about what they tried to achieve in their work.
- ✓ Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want like them to do it to us and it wouldn't be fair.