

Feedback and Marking Guidance

Introduction

Marking of children's work is a fundamental part of the process of teaching and learning in school and is one of the most crucial forms of assessment for learning.

It is when we can make strategic decisions about the next steps children need to make. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at any errors in a positive manner.

It is important that our marking and feedback throughout the school is consistent and meaningful giving indications about:

- a) places or features where the child has succeeded against the shared criteria
- b) identify where the child has been less successful or where additional challenge can be posed.

Aims and purposes

- Marking indicates teacher satisfaction and expectations (positive reinforcement).
- Marking indicates strengths and areas for development and how the child can improve performance.
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction.
- Marking demonstrates the value and respect given due to children's efforts.
- Marking provides an indication to parents about their child's progress.

Implementation

A really simple way to heighten the importance and impact of self and peer evaluation is to have a consistent system across school. Children will quickly understand the purpose of using a pen is to be evaluative. They can use this to:

- Self-mark
- Identify areas where they see themselves as being successful
- Identify an improvement point
- Carry out improvements based on feedback
- Give feedback to a peer
- Pose questions for a peer to respond to

Acknowledgement marking by the teacher will apply to every four pieces of work, whereas, every fifth piece of work will require quality teacher marking/feedback. Teachers may also write a comment of celebration or encouragement using a tick, sticker, stamp or allocate house points.

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Key principles of marking:

- Teachers to mark in green pen only
- Teachers to write the title or short phrase rather than the learning objective (this will be detailed within planning)
- Ticks used for correct responses and dots where work requires attention/correction
- Highlighters are used to indicate what the child did well (Green for Seen – KS2 only) and any corrections/errors (Pink for Think)
- Children will be allocated directed review time at least once per week which is part of timetabled provision
- Extended writing to be marked by the teacher (if possible) including an improvement prompt which may be an action, question or a challenge (written for KS2 only/ orally to pupils in KS1)
- Children to respond to teacher's comments using 'Purple Pen'
- Marking will be handed back quickly to encourage discussion of work and focus on targets
- Opportunities for children to peer and self- assess (ticks or faces) will be incorporated at least once every half term (Year 2 upwards).

Marking Codes

Reception and Key Stage 1:

Pedagogs marking code to be used – finger space, upper/lower case letters, letter formation, full stops, handwriting and punctuation (Year 2) and proof reading (Year 2).

Key Stage 2:

-  Green for Seen (good word/phrase is highlighted)
-  Pink for Think (word/phrase needs to be checked by the child)
-  Purple Pen (child edits work using a purple pen/responds to teacher comment)

- Sp Spelling (correct no more than 3 spellings within a piece of written work)
- P Punctuation

Autumn 1 - symbols will be used for specific words

Autumn 2 – symbols will be placed in the margin

Spring 1 onwards – phrase 'find and correct' will be used

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All pupils:

VF verbal feedback (live immediate feedback)

WS support

WS+ high level of support

G guided by adult

Rewards (Positive Reinforcement)

A house point system is in place throughout the school - St. Matthew, St. Mark, St. Luke and St. John. Children are awarded house points by all members of staff. These are recorded and a "winning" house is announced each week, each term and at the end of the academic year. House points can be awarded for work, actions, attitudes, etc. on a scale from 1 (everyday expectation) to 3 (exceptional).

The audience for children's work will be widened in order to demonstrate respect and the value we give it. For example, reading and sharing work in the class group, with other classes and in Praise Assembly; displaying work in all parts of the school (including the Wall of Pride), photographic recording, sharing work with other schools and the wider community. In these ways, marking will contribute to the raising of self-confidence and self-esteem.

Monitoring

Marking will be monitored regularly through discussion, work and book scrutiny by the subject coordinators and SLT.