

# **St. James the Great Roman Catholic Primary and Nursery School**



## **Marking and Feedback Policy**

**Date Created:** Summer 2011  
**Date Reviewed:** Autumn 2014  
**Date Reviewed:** Autumn 2016

## **Principles of Effective Marking**

Marking is an essential part of planning assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. The principles which follow are intended to provide a framework by which staff can plan and evaluate their marking practice, they should:

- **Provide constructive feedback which helps pupils to understand what they have achieved and what they need to do next;**
- **Encourage pupil engagement through questions which are followed up;**
- **Focus on assessing pupils' performance against learning objectives;**
- Focus on explicit learning intentions as the criteria for success;
- Engage with subject-specific knowledge, understanding and skills;
- Have high expectations of the quality and presentation of pupils' work;
- Ensure it is focused and targeted in order to make it meaningful for the pupil and manageable for the teacher;
- Ensure it is prompt and regular in all classes and all subjects;
- Use both written and verbal feedback;
- Set specific targets or next steps;
- Ensure it is legible and is expressed in clear language appropriate to the needs and abilities of the individual pupil;
- Ensure it feeds into the planning of future teaching activities.

## **Frequency of Marking**

Children's work needs to be marked regularly, ahead of the next session of that subject. All work in books should be marked by way of acknowledgement by a member of staff. This might take the form of verbal feedback, peer or self marking, acknowledgement ticks or more focused quality marking.

Focused quality marking, where teacher comments and a next step help the child in 'closing the gap' between what they have achieved, and what they could have achieved against the success criteria, **should take place in English and Maths at least once a week.** For other subjects, such marking should take place at least once a half term. It is vital that children be provided with time to respond to such marking.

## **Useful 'Closing the Gap' Comments**

- **Reminder prompts** – Most suitable for more able children, this simply reminds the child of what could be improved e.g.
  - *What else could you say here?*
  - *Can you use your knowledge of subtracting 10 to help you subtract 9 and 11?*
- **Scaffold prompts** – Most suitable for children who need more structure than a simple reminder, this prompt provides some support e.g.
  - *What was the dog's tail doing? Describe the expression on the dog's face.*

- Look at the pattern in these calculations:

$$47 - 10 = 37 \quad 47 - 9 = 38 \quad 47 - 11 = 36$$

Now try these questions:

$$58 - 10 = \quad 58 - 9 = \quad 58 - 10 =$$

- Example prompts – This approach is successful with all children. It gives the child a choice of actual words or phrases e.g.

- Try using commas or connectives to join each fact e.g. Leah is a lovely girl (1), she works extremely hard and (2) is making excellent progress in her writing! (3) Now write three facts about Tom...

- Try these questions and see if you can spot a pattern in the answers to help you:

$$47 - 10 = \quad 47 - 9 = \quad 47 - 11 =$$

### **Providing Pupils with Feedback**

The type of feedback given will depend upon the nature of the task and the age and ability of the individual child.

Time needs to be built in to lessons for giving oral and written feedback and for children to reflect and act on feedback.

Self or peer assessment is an effective way of engaging children in understanding their progress in learning and identifying next steps. Children need to be supported so that they learn how to give effective feedback to each other. The children need training to do this through modelling (with the whole class) the marking process.

Here are some examples of questions that pupils need to consider so that they provide meaningful AFL:

- What have I learnt/found out so far?
- What do I still need to find out?
- What useful learning mistakes have I made?

### **Symbols for Annotating Children's Work**

Work will be highlighted to inform the pupil where they have succeeded, and where they need to improve.

**Green for Good** - Highlighting in green identifies where success criteria have been met.

**Think Pink** - Highlighting in pink show where improvements could be made based on the Learning Objective. Where pink is highlighted this should be used as the focus for comments/next steps.

For work marked by an adult other than the class teacher, initials should be added.

Children should respond to marking or next steps in purple and teachers mark in green.

Where possible, incorrect answers should be indicated by drawing a space for the child to have another attempt at finding the correct answer rather than using a cross.

### **Monitoring**

The success of our policy will be monitored through lesson observations and work scrutinies. It can also be measured by:

- Improved quality of work
- The place of marking and feedback within the teaching sequence
- Improvements in standards.

When looking at books, a clear 'learning journey'/a clearly planned sequence of work needs to be evident.

### **Linked Policies**

- Assessment
- Teaching and Learning
- Homework

**Next Policy Review Date:** Autumn 2017