

# St Peter & St Paul Marking and Feedback Policy

September 2018

## Why we mark and give feedback

- To recognise, encourage and reward children's effort and achievement
- To celebrate success
- To provide a dialogue between teacher and children with clear, appropriate feedback about strengths and areas for development in their work
- To improve all pupils' confidence in reviewing their (and their peers') work and setting future targets, by indicating the 'next steps' in learning
- To indicate how a piece of work could be corrected or improved against assessment criteria
- To help pupils develop the standards they need to reach in order to achieve particular standards of the National Curriculum
- To identify pupils who need additional support, who are underachieving and/or need more challenging work and to identify the nature of the support/challenge
- To provide evidence of assessments made
- To help in reporting to parents
- To inform planning

If pupils are to develop as independent learners, with an awareness of their own strengths as well as areas for development, it is essential that:

- They are made aware of the Learning Intentions (Bronze, Silver, Gold) of tasks/lessons and of the Success Criteria against which their work will be marked and assessed
- The learning needs of individual pupils are understood and work is matched, marked and assessed appropriately
- The emphasis is to be on the positive areas as well as areas for development
- The pupils understand the way their work is marked and how they need to respond

Wherever possible marking will take place *with* the pupils.

## The Nature of Feedback

- Comments should primarily refer to the Learning Intention and Success Criteria of the task
- Comments may form the basis of a discussion between teacher and pupil

- Comments may be verbal or written, formal or informal (where verbal feedback has been given this will be recorded appropriately - see marking codes below)
- Comments may be given on a group or individual basis

### Verbal Feedback

- Is most powerful and has maximum impact when identifying successes and improvement needs against the Learning Intentions
- Becomes a conversation and is therefore interactive and developmental. It may give reassurance or a brief check on progress

### Written Feedback

- Should be legible and clear in meaning
- Needs to be developmental i.e. 'the next learning step will be...'
- The class teacher will write in purple pen, and the pupil will respond and edit in green pen. Supply teachers write in blue pen

### English Marking

- Assessment number (1,2,3,4) next to Bronze, Silver, Gold + highlight appropriate 'I can statement' in green. Find 3 or 2 examples in the child's writing that meet the 'I can statement' and highlight in green as well.
- Pink highlighter for development point

e.g.

- capital letters = Aa
- full stops = .
- finger spaces = 
- writing on the line = 

- 3 spellings highlighted in yellow, children copy out 3 times each (Look, say, cover, write, check)

### Maths Marking

- Assessment number (1,2,3,4) next to 'I can statement' = 'I can statement' met.
- Teacher highlights where the child has **met** the 'I can statement' and the 'I can statement'.
- Challenge question stuck in or teacher creates next step question.

- Numbers to practise, if formed incorrectly, in pink highlighter. Pink highlighter can be used for errors in calculations and next steps. With the view that they go back and correct with green pen. 1 or 2 examples only.
- Stamp for praise

### End of Unit Work

We recognise the importance of the thorough marking of final/end of unit pieces. Often this is the culmination of two or three weeks work. As such, our marking will be reflective of the importance of final/end of unit pieces and will typically be deeper in its coverage.

### Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal praise
- Stickers and stamps
- Written annotations, short and (written or typed) narrative observations
- Annotation of work and/or photographs by staff
- Pupils beginning to annotate their own work and pictures
- Verbal dialogue with pupils about their play, work and other activities (including peer relationships)

### Learning Intention Model

Every maths and English lesson will have a Learning Intention and success criteria with the following layout using the font 'letter join' 12 (FS 14).

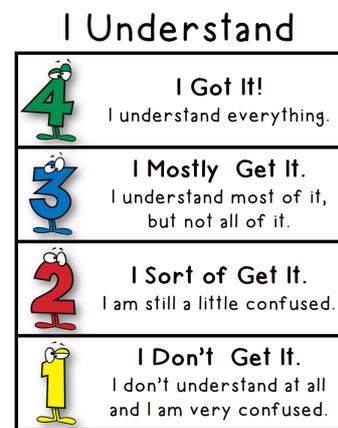
Tuesday 4 <sup>th</sup> September 2018			
LI:			
Bronze	I can		
Silver	I can		
Gold	I can		
		Self (FS Me)	Teacher

4.9.18 <u>IV.IX.MMXVIII</u>			
<u>LI:</u>			
Bronze	I can		
Silver	I can		
Gold	I can		
		Self (FS Me)	Teacher

(KS2 to have the date written in Roman numerals as above for maths)

Using the following code to assess:

This poster needs to be on display in every classroom and understood by all pupils in order to self and peer assess as well as understanding teacher assessment.



### Books

Stickers to be used to label the front of each book with the pupil's name, the subject, the class name and the year group on them.

When books are finished the book number will be recorded on the front of the book.

All work to be clearly dated (short date for maths and long date for all other subjects, all underlined) and to be in chronological order with no gaps.

Rubbers only to be used when absolutely necessary, as dependent on the child's needs - crossing out with one, neat, straight line is preferred.

## Symbols KSI/KS2

Independent - I

Verbal Feedback - VF

Assisted - A

Stamps can be used where appropriate - a gold stamp for exceptional work and a stamp for two stars and a wish.

## Symbols in the Foundation Stage

VP - verbal prompt

GP - gestural prompt

S - with support

SF - supported fully

HOH - hand over hand