

Marking and Feedback Policy

*November 2020*

**MARKING AND FEEDBACK POLICY**

**MISSION STATEMENT**

'Follow me I will make you fishers of men'

(Taken from the coat of arms of Saint John Fisher).

In our school, we want to follow the example of Saint John Fisher. He was known for his holiness, his faithfulness to the Church and for his learning. He Joined together learning and faith, he was known as a scholar and helped to open two colleges at Cambridge. We will do the same and work to the best of our ability for success in all our lessons, within a catholic environment.

The children's own words are:

We will put our faith into action by helping the poor in Leicester and the Third World. In our school each child is trusted to help each other in their unique abilities and this is shown through caring.

'Learn how to love like Jesus

We love one another as Jesus loves us.

Learn as best you can and help one another to learn too.

Listen to everyone and love them every day.

Don't fall out, be nice to one another'.

**Motto**

Aim high, work hard, be kind

**Introduction**

At St. John Fisher Catholic Voluntary Academy, we believe that the feedback provided to pupils is an integral part of a successful teaching and learning process: its sole purpose is to

further children’s learning.

The Education Endowment Foundation has recently evidenced that effective

feedback should:

* Redirect or refocus either the teacher’s or the learner’s actions to
* achieve a goal
* Be specific, accurate and clear
* Encourage and support further effort
* Be given sparingly so that it is meaningful
* Provide specific guidance on how to improve and not just tell students
* when they are wrong

The Department for Education’s (DfE’s) expert group emphasised that marking should be ‘meaningful, manageable and motivating’. This, along with research by the DfE which shows the key contributing factor to teacher workload is marking, has encouraged us, as a staff team, to create a practice that is consistent and manageable but has maximum impact on the learning and development of all our pupils.

Current research undertaken by Dylan William, a British educationalist and Emeritus

Professor of Educational Assessment, says ‘there is an extraordinary amount of energy expended by teachers on marking and often very little to show for it in the way of student benefit. Although feedback is one of the most effective drivers of learning, one of the more surprising findings is that a lot of it actually has a negative effect on student achievement.’

William’s four quarter marking strategy is one which we believe will both address the

issue of teacher workload, whilst ensuring that the children continue to make

excellent progress.



The assessment of children is intrinsically linked to feedback and marking at St. John Fisher Catholic Voluntary Academy. Assessment at St John Fisher follows the principle that assessment information will only be accurate and valuable if it is the result of rich and immersive learning opportunities. Assessment removes the ceiling on attainment and supports children in making the next steps in their learning.

**Aims**

This policy sets out to ensure consistency in how feedback is provided to learning across the school. To ensure teacher time is used effectively to maximise the impact on children’s progress and that all children are supported to meet their potential. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

We mark children’s work and give feedback in order to:

* show that we value the children's work, and encourage them to value it too;
* share expectations;
* boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement.
* give the children a clear general picture of how far they have come in their learning, and be specific on how they can improve their work in the future;
* offer the children specific feedback on the extent to which they have met the lesson objective, and/or the individual targets set for them;
* promote self and peer assessment, whereby the children recognise areas for development, and are encouraged to accept guidance from others;
* gauge the children's understanding, and identify and correct any misconceptions;
* provide the on-going assessment which informs future lesson plans.
* provide a basis both for summative and for formative assessment.

It is essential that at all times; marking is legible and free from any errors in spelling or grammar and punctuation so that it provides an excellent model for pupils.

Spellings should be corrected (according to the child’s level of ability). This should include the appropriate common exception words for that year group and any topic/RE words the teacher feel appropriate. The Foundation Stage children should write out a spelling correction once, in Key Stage 1 and 2, this should be three times.

**Strategies**

Effective marking and feedback can be undertaken in a variety of ways. This can depend on the task being marked, the age of the child and individual needs of the child.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils.

At St John Fisher, we place considerable emphasis on the provision of immediate feedback.

|  |  |  |
| --- | --- | --- |
| Type | What it looks like | Evidence ( for observers) |
| Immediate | * Includes teacher gathering feedback from teaching, questioning, mini whiteboards and book work
* Takes place in lessons with individuals or small groups
* Often given verbally to pupils for immediate action
* May involve use of a teaching assistant to provide support or further challenge
* May re-direct the focus of teaching or the task
* May include highlighting/annotations according to the marking code.
 | * Lesson observations/learning walks
* Some evidence of annotations or use of marking code/highlighting (internal marking)
 |
| Summary | * Takes place at the end of a lesson or activity
* Often involves whole groups or classes
* Provides an opportunity for evaluation of learning in the lesson
* May take form of self- or peer- assessment against an agreed set of criteria
* In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need
 | * Lesson visits/learning walks
* Timetabled pre and post-teaching based on assessment
* Some evidence of self and peer assessment (coloured pen/pencil if self-marked, purple if peer-marked)
* May be reflected in selected focus review feedback (marking)
 |
| Review | * Takes place away from the point of teaching
* May involve written comments/annotations for pupils to read / respond to
* Provides teachers with opportunities for assessment of understanding
* Leads to adaptation of future lessons through planning, grouping or adaptation of tasks
* May lead to targets being set for pupils’ future attention, or immediate action
 | * Takes place away from the point of teaching
* May involve written
* comments/annotations for pupils to read / respond to
* Provides teachers with opportunities for assessment of understanding
* Leads to adaptation of future lessons through planning, grouping or adaptation of tasks
* May lead to targets being set for pupils’ future attention, or immediate action
 |

**Types of Marking**

Teachers will mark according to subject specific marking. Teachers will use a range of marking and use their professional judgement to decide the appropriate type of marking for the activity set.

**Written Marking/ in depth marking (Formative)**

* All work should be marked. Learning intentions (WALT) should be highlighted. (Green for achieved, orange for working towards and pink for not achieved.)
* Children’s achievements are highlighted in green. Up to three achievements could be identified. Achievements should be linked to the learning intention (WALT)
* A next step will be written in pink. (This should also be linked to the learning intention (WALT). If the child has completely achieved the learning intention, pink pen can be used to extend learning e.g. now try…….

**Whole class feedback**

* After a lesson, look through the classes work and note down any common mistakes or misconceptions using the Whole Class Evaluation form.
* Learning intentions (WALT) should be highlighted (Green for achieved, orange for working towards and pink for not achieved).
* The tick at the bottom right will show that the teacher has looked at the work.
* At the start of the next lesson show an example of a piece of good work completed by a child.
* Highlight the good aspects of the work to the whole class.
* Discuss misconceptions, correct mistakes and make changes in front of the class.
* Children in pairs proof read work and make improvements as necessary. (KS1 - look for same misconception e.g. no full stops. KS2 - spend 10 minutes proof reading, checking for mistake/misconception).
* Teachers will have a Whole Class Evaluation sheet which they will fill in after each lesson.

**Verbal feedback**

* Can be instant (within the lesson) or after lesson or marking.
* Can be group or individual.
* Evidenced using verbal feedback symbol - **VF**

**Peer marking**

* Children swap books with a partner and mark with teacher guidance e.g. spelling tests, grammar and maths
* Children work together to identify successes and improvements, (possibly using a success criteria). Then edit the work in blue pen for year groups 2-6, all other classes to edit in their usual pen/pencil.
* Evidenced using peer marking symbol – **KS1 – PM. KS2 – PM** partner writes name on piece of work.
* The teacher will always review the marking.

**Self-marking**

* As above but child works independently.
* The teacher will always review the marking.

**Subject Specific marking**

**Writing**

* All work should be marked. Learning intentions (WALT) should be highlighted. (Green for achieved, orange for working towards and pink for not achieved.)
* All extended writing to be in-depth marked.
* All extended writing should have a success criteria unless it is an assessed task.

**Success Criteria**

* Be specific to the text type.
* Be written from LAP to HAP intention (top to bottom of the page)
* LAP – blue
* MAP – Green
* HAP – Red
* Target should be from previous success criteria (not previous piece of work)
* New target should be identified in pink with a **T** (see example).

|  |
| --- |
| **WALT: write an information text about The Stone Age using the correct features.** |
| **Previous Target:** |
| **Success Criteria** | **Here is my evidence** | **I think…** | **Mrs Moloney thinks…** |
| **Topic Title** |  |  |  |
| **Subheadings and paragraphs** |  |  |  |
| **Use factual language** |  |  |  |
| **Past tense verbs (History)** |  |  |  |
| **And Introductory paragraph** |  |  |  |
| **A variety of conjunctions** **T** |  |  |  |
| **Concluding paragraph** |  |  |  |
| **Fact boxes, bullet points and diagrams** |  |  |  |

* KS1 can substitute written success criteria with pictorial images and will not use the ‘Here is my evidence’ box.
* Year 2 may wish to introduce this toward the end of the year.

**Maths**

Maths books:

* Maths journaling books will not be marked at all as these are the children’s own jottings of their Maths’ journeys. They will be monitored at as part of the whole class lesson evaluation feedback process and may be marked if there are additional activities set in there.
* The Maths No Problem workbooks will be marked after every session, with the learning intention highlighted appropriately. No next steps will be identified, as the next lesson is the next step.

**RE**

* All work should be marked. Learning intentions (WALT) should be highlighted (Green for achieved, orange for working towards and pink for not achieved).
* A next step will be written in pink. Next steps should contain the appropriate driver words for each year group. Marking symbols should be used in line with diocesan expectations.
* Extended pieces of work using written/in depth marking (KS2 at least twice a topic. KS1 – at least once a topic.)

**RE Marking at St John Fisher**

AT1 – Learning about religion – Head

AT2 – Learning from religion – Heart Wondering - cloud

AT3 – reflecting on religion/giving an opinion/expressing a point of view

Use these symbols when marking/giving feedback and giving challenge.

 How did the disciples feel when the Holy Spirit came?

 How could you live this out in your life?

 What does this story/scripture make you wonder about?

 Families are always happy. True or false? Give reasons for your answer.

**All other subjects**

* All work should be marked. Learning intentions (WALT) should be highlighted (Green for achieved, orange for working towards and pink for not achieved).
* A next step may be written in pink. (This should also be linked to the learning intention (WALT).
* If the child has completely achieved the learning intention, pink pen can be used to extend learning e.g. now try.
* At least one piece of in depth marking per topic.

**Marking of Pupils’ Work in Foundation Stage**

Children in the Reception Class have a book called a Learning Journey which serves as a record of all new and significant learning. Any work which provides evidence of this is placed into their Learning Journey.

In the moment learning, that is either child or adult initiated is recorded using the 2simple app. Immediate feedback is given to the child during the learning itself to move the child’s learning forward. Next steps are placed on the observation as necessary, which is used to feed forward into future planning either as part of the provision or with an adult during a guided group situation.

Written work, during a Literacy or RE task will be marked according to the written marking/in depth marking as outlined in this policy. For Reception children however the WALT/learning intention will be highlighted green for achieved, orange for partially achieved and pink for not achieved. Verbal feedback as a whole class, guided group or individual feedback is the main form of feedback used as it is immediate and has the most impact. The children will begin to develop the skills of peer and self marking verbally.

Not all observations of learning or work will necessarily need a next step and professional judgement should be used when marking work in a child’s Learning Journey as the work may be an example of new learning produced by the child and therefore should be celebrated just as it is.

**Marking of pupil’s work in KS1 and 2**

In Key Stage 1 and 2, the use of green and pink highlighting will continue.

* Green highlighter is used to demarcate particular success against the learning intention or success criteria. ***‘Green to be seen’*** means they are doing well.
* Orange highlighter is used to show the child is working towards the learning intention and has had some success with the task.
* Pink highlighter is used to show the learning intention has not been achieved. Pink pen will also demarcate development points, errors etc. relating to the learning objective or success criteria. ***‘Pink to make you think’*** means that these are things to keep working on. This is particularly useful to highlight an area of miscalculation in mathematics.
* Children will respond to marking using a *‘****Purple pen of progress’***with a
* *A* ***blue pen*** will be used in year 2 – year 6 for independent editing.

**Self-Assessment**

All pupils will self-assess their work **at the end of the piece.** This may take the form of a small green, orange or red circle, at the top left hand corner of the work, (next to the learning intention / WALT) or a sentence/comment in addition to the coloured circle. Where appropriate, the teacher can respond to this comment to build up a dialogue with the pupil. Therefore, all AfL comments: self, teacher or peer, will appear at the bottom of a piece of work.

**Correction of Spelling**

Spelling should be corrected (according to the child’s level of ability) and children should be asked to write out spellings three times in Key Stage 1 and 2 and in Reception, once.

This will be evident in extended writing pieces with particular focus on high frequency words. This will also be evident in RE books with particular focus on topic vocabulary and RE vocabulary e.g. church, God, hymn

In other subjects, marking of spellings will focus on the key lesson/topic vocabulary.

Spellings may be practised as part of whole class feedback at the beginning of the next lesson.

**Identifying challenge**

In all subjects, bar R.E., we use the mastery approach for learning. Within mastery, we also use challenge for our pupils. This can be identified in books with a red triangle.

**Correction of books**

Homework books are marked individually and written feedback is given to the children. In EYFS and KS1, there is space for parents to feedback on whether their child has progressed with the homework given.

**Monitoring**

The quality of marking will be monitored during book scrutiny, pupil interviews and observations of teaching/learning walks.

**FURTHER GUIDANCE ON FORMATIVE MARKING**

**English**

Rule of 3 - Can you think of 3 ways to...? Can you write 3 suitable adjectives for...?

Be careful not to...

Remember..

Examples of formative comments.

**Year 1**

* Remember the pattern - use your number bonds to 10.
* Indication of reversal of digits.
* Remember the ‘p’ sign.
* Indication on number line of error. Try to use the *fewest* number of coins

**Year 2**

* Indication of reversal of digits.
* How do you know when a number is even?
* Can you complete your +20 number sequence?
* Indication of incorrect numbers in calculation.
* Check/correct your mistakes.
* Write your own negative number sequence.

**Year 3**

* What have you learnt?
* Which food is best for gaining energy?
* Try to make your lines more accurate.
* Find another method to find the difference. Show your working out.
* Complete: Name a 2D shape with 2 lines of symmetry.
* How do you know these answers are correct?
* What would challenge you about division?

**Year 4**

* Add a key
* Regroup the two tens into the tens column with the digit 2, not 11
* Recalculate
* Remember to include the unit of measure in your answer.

**Year 5**

* Re-do the square root questions.
* Can you divide by 10 please?
* When you multiply by zero the answer is 0.
* Re-do question 7 below, make sure your times tables are correct.
* To consolidate your knowledge, write the formula for area.
* Come and see me to go through question 8.

**Year 6**

* Degrees in a circle =
* A compound shape is...
* To calculate the area of a shape...
* Label the nets. What shape do they make?
* To find 25%, you...

**Appendix 1
Whole class evaluation**

**Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Common misconceptions** | **SPAG** |
| **Shows clear understanding** | **Needs further support** |
| **Great examples to share** | **Presentation notes** |
| **Additional notes** | **Next steps for learning** |

**Appendix 2**

**Whole class evaluation example**

**Date \_\_\_\_\_\_\_\_\_\_1st November\_\_\_\_\_\_\_\_\_\_\_**

**Lesson:** ● on air resistance ● the third in a sequence of 6 lessons about forces ● for year 5

|  |  |
| --- | --- |
| **Common misconceptions**Some thought all objects would fall at the same speed. | **SPAG**Gravity ~~gravite gravy~~Resistance ~~resitence resistence~~Conclusion ~~conlusion~~ |
| **Shows clear understanding**80% of classCould model the disciplinary knowledge of accurately measuring the time it takes for the helicopters to fall to the ground, and taking repeat readings and reach a conclusion based on the results | **Needs further support**20% ( Bo, Jo, Flo, Terry, Dave, Albert)Esp. the disciplinary knowledge of observing and measuring time with a stopwatch and correct recording of resultsTherefore struggled to reach the conclusionObjects with a ‘something’ surface area will experience more air resistance. This means they will fall more ‘something’.” |
| **Great examples to share**AlbertIsaac | **Presentation notes** |
| **Additional notes**All could understand that air resistance was a frictional force based on our last lesson. | **Next steps for learning**Recap quiz on today’s lesson and previous two lessons.Edit for sp. ErrorsNext lesson: Water resistance |

# Appendix 3EYFS Group Observation Sheet

**Area/s of learning:**

|  |
| --- |
| **Date:** |

|  |
| --- |
| **Intended Learning Outcome:** |

|  |
| --- |
| **Activity:** |

|  |  |
| --- | --- |
| **1** | **2** |
|  |  |
| **3** | **4** |
|  |  |
| **5** | **6** |
|  |  |

|  |
| --- |
| **Misconceptions** |
|  |
| **PLOD (Possible line of development)** |
|  |

**Appendix 4**

**St John Fisher Catholic Voluntary Academy**

**Marking Symbols**

|  |  |
| --- | --- |
| **Symbol** | **What it means** |
| **VF** | Verbal feedback given |
| **PM** | Peer marked |
| **sp** | Spelling error |
| **//** | New paragraph |
| **P** | Punctuation error |
| **^** | Missing word |
| **0** | Full stop / capital letter error |
| **.** | Incorrect answer |
| ✓ | Correct answer |
| **(…)** | Does not make sense – Brackets are used around the part that doesn’t make sense |
| **AS** | Adult support |
| **I** | Independent work |

|  |  |
| --- | --- |
|  | Highlight the word WALT in GREEN if they have achieved the learning intention. |
|  | Highlight the word WALT with in ORANGE if they have partially achieved the learning intention. |
|  | Highlight the word WALT in PINK if they have not achieved the learning intention. |

**Appendix 5**