

St Anne's Catholic Primary School
Marking and Feedback policy

Agreed by staff:

Agreed by governor committee:

Ratified by full governing body:

1 Introduction

- 1.1 The best marking is regular, provides clear guidance for pupils about how they can improve their work and gives them opportunities to respond to any suggestions made by the teacher. Importantly, teachers follow up issues identified through assessing pupils' work.
- 1.2 This policy provides a framework to ensure consistency in the school's approach to responding to children's work throughout the school.

2 Feedback in the Early Years Foundation Stage

- 2.1 In the Foundation Stage children have the opportunity to reflect upon their own learning and receive oral feedback from practitioners about their achievements and next steps. Ongoing assessments and observations play a key role in the Foundation Stage and opportunities for feedback and teacher/pupil response to the learning environment should be embedded in the daily routine of a Foundation Stage setting.
- 2.2 Children can receive and respond to feedback through:
 - Sharing of their Learning Stories during weekly Rewind Time;
 - Dialogue during adult-led activities;
 - Play-partnering;
 - Parent/child consultations;
 - Peer interactions.
- 2.3 Teachers should ensure that there is an opportunity each day for children to reflect and share their significant learning with each other.

3 The Nature of Marking

- 3.1 Marking is an important formative assessment tool. It should be an immediate, constructive response to pupil's work and should always be viewed in a positive way by staff and pupils alike.
- 3.2 Marking a pupil's work enables them to see that the teacher values their efforts and makes expected standards explicit.
- 3.3 Marking helps the teacher assess the pupil's understanding so as to aid future differentiated planning and helps to reward them, to correct and reinforce

understanding. In this way it builds self-confidence, self-esteem and encourages them to take pride in their achievement.

- 3.4 The most effective marking is when the teacher discusses the work with the pupil. Teachers should find time to do this in their classroom in a way to suit them, for example, one-to-one or as part of a guided group.

4 Rewind Time

- 4.1 Pupils should be given an opportunity to read comments teachers have made about their work linked to the LO and/or their individual targets. They should also have the time to respond and practise their skills. At St Anne's this will known as 'rewind time'.
- 4.2 Rewind time should take place regularly and in line with this policy. Teachers are the best judge of when it is most appropriate to have rewind time. It may be at the beginning of the day or at the start of each lesson.
- 4.3 Children will respond to teacher marking with a purple pen to ensure it is clearly identifiable.
- 4.4 Teachers will tick children's responses to rewind time so that the children know they have been seen and are valued. Teachers will also ensure any further misconceptions are addressed.

5 Traffic Lights - A Whole School Approach

- 5.1 As the pupils move through the school there will be an increased expectation that they self-assess their own learning. This will be done using the traffic light approach. Pupils will assess their learning at the end of each lesson to show how confident they are in meeting the LO using:
- Red - not confident;
 - Amber -fairly confident;
 - Green - fully confident
- 5.2 In Reception there isn't an expectation to use traffic lights. Assessment will be through questioning and discussion during focus activities and free flow.
- 5.3 In Year 1 pupils will start to use traffic lights in the summer term in preparation for Year 2.
- 5.4 In Years 2 - 6 pupils will traffic light their work according to their understanding and learning, and tick the success criteria they have met.

6. Marking for English

- 6.1 Pupils should have at least one piece of English work marked in depth per week. This in-depth mark will use the Stars and a Wish approach where suitable (see 6.3),

or else ensure a suitably challenging next step is identified to push the children's learning on.

- 6.2 Teachers, Teaching Assistants (TAs) and Learning Support Assistants (LSAs) will mark against the learning objective (LO) using the LO stamp and the graphic symbols and codes (see appendix 2). The LO stamp will indicate whether the learning question has been achieved fully, partially or not achieved.
- 6.3 The LO stamp should be at the top of the page, next to the LO sticker.

6.4 Stars and a Wish – A Whole School Approach

- 6.4.1 Using the stars and a wish stamp, teachers will identify up to two things the pupils have achieved (stars) in their work and one thing that they need to improve (wish).
- 6.4.2 Children in the EYFS are given verbal feedback. Teachers and other adults in the setting will regularly share and discuss children's achievements, and next steps are discussed and regularly shared with parents and carers.
- 6.4.3 For Year One pupils, teachers will use the star and wish stamp from the autumn term. This will be used at least once per week and will link to the LO and/or individual pupils' target(s).
- 6.4.4 For Year Two pupils, teachers will use one star and a wish linked to the LO and/or individual pupils' target(s). In addition, teachers will mark work using the graphic symbols and codes (see appendix 2).
- 6.4.5 For Years Three - Six, teachers will use up to two stars and a wish linked to the LO and/or individual pupils' target(s). The number of wishes should be appropriate to the piece of work and the pupil's needs. In addition teachers will mark work using the graphic symbols and codes (see appendix 3).

6.3 Highlighting

- 6.3.1 Teachers may highlight examples to celebrate achievement of the stars where valuable to individual children.

7 Marking in Mathematics – A Whole School Approach

- 7.1 Pupils should have at least one piece of maths work marked in depth per week. This in-depth mark will ensure a suitably challenging next step is identified to push the children's learning on (see appendix 3).
 - 7.1.1 Feedback and next steps for mathematics must have a mathematical focus and use mathematical language (see appendices 5 and 6).
- 7.2 Teachers, Teaching Assistants (TAs) and Learning Support Assistants (LSAs) will mark against the LO using the LO stamp and the graphic symbols and codes (see appendix 2). The learning objective stamp will indicate whether the learning question has been achieved fully, partially or not achieved.
- 7.3 The LO stamp should be at the top of the page, next to the LO sticker.

8 Marking in RE and the Foundation Subjects

- 8.1 Teachers should ensure that when marking pupils' work in RE and in the Foundation Subjects:
- marking is against the LO and the LO stamp is used;
 - work from one in three or four lessons will be marked in-depth, using the star and wish system as appropriate.
 - that pupils' individual English and mathematics targets are reinforced as and when relevant;

9 Self and Peer Assessment

- 9.1 Self-assessment is when a pupil marks his/her own work against the success criteria. This will be done with a purple pen to ensure it is clearly identifiable.
- 9.2 Peer assessment is when one pupil marks another pupils' work against the success criteria. Teachers should ensure that the children make it clear when they are peer-assessing another pupils work in the most appropriate way for their class.
- 9.3 At St Anne's we strive to empower pupils through assessment by equipping them with peer and self-assessment techniques. These will enable pupils to recognise and celebrate their achievements as well as to discover areas in which they need to improve (see appendix 7).
- 9.4 We will ensure that pupils are actively involved in formative assessment processes through:
- a clear understanding of the LO and success criteria for their learning activities;
 - recognising progress in their own written work, skills, knowledge and understanding as well as in that of their peers;
 - reviewing and reflecting on their learning and progress.

10 General

- 10.1 Marking posters will be displayed in each classroom to show the graphic symbols and codes for marking specific to a key stage.
- 10.2 Teachers, TAs and LSAs will mark in green pen, not felt-tip.
- 10.3 Teachers are responsible for ensuring marking is consistently up to date.
- 10.4 Where work is left unfinished by children there is the expectation that time is given for them to complete it during break time(s) or in place of their Golden Time.
- 10.5 Marking and feedback is regularly monitored and evaluated by the school leadership team.

11 Related Policies

11.1 See also:

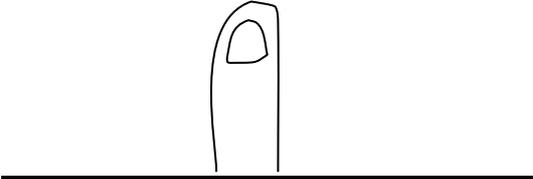
- Teaching and Learning;
- Transition;
- Assessment;
- Homework;
- Presentation;
- EYFS

Date agreed by governing body on	Signature of Chair or Vice Chair
Date agreed for review	Frequency of Review Annual/Bi-annual/ Three-year cycle
Responsibility for Review _____ Committee /Headteacher	

Appendix 1 – Graphic Codes and Symbols for KS2: English

<u>Graphic Symbols</u>	<u>Marking Code</u>
^	Word missing e.g. The cat sat on ^ mat.
sp	Check spelling e.g. caim x came ✓
p	Check punctuation “” ! ? , . : ; ‘
g	Check grammar e.g. I were talking. x I was talking. ✓
//	New line/paragraph needed
?	Check this
<p><u>Stamp or written:</u></p> <p>T = Teacher focus group/support</p> <p>TA = TA focus group/support</p> <p>V = Verbal feedback given</p>	

Appendix 2 – Graphic Codes and Symbols for KS1: English

<u>Graphic Symbols</u>	<u>Marking Code</u>
^	<p>Word missing</p> <p>e.g. The cat sat on ^ mat.</p>
sp	<p>Check spelling</p> <p>e.g. caim x</p> <p>came ✓</p>
p	<p>Check punctuation</p> <p style="text-align: center;">“ ” ! ? , . : ; ‘</p>
g	<p>Check grammar</p> <p>e.g. I were talking. X</p> <p>I was talking. ✓</p>
?	Check this
	Check your sounds
CL	Check capital letters
	Finger spaces

Stamp or written:

T = Teacher focus group/support

TA = TA focus group/support

V = Verbal feedback given

Appendix 3 – Graphic Codes and Symbols for KS1 and KS2: Maths

<u>Graphic Symbols</u>	<u>Marking Code</u>
	Got it!
?	Check this
→	Next step
	To mark against the learning question or child's individual target(s)
<p><u>Stamp or written:</u></p> <p>T = Teacher focus group/support</p> <p>TA = TA focus group/support</p> <p>V = Verbal feedback given</p>	

Appendix 4 – Language of marking and feedback: Maths

Marking and feedback in Maths must have a mathematical focus.

Consider using **verbs** under the following headings to give feedback against:

Mathematical Knowledge	Mathematical Skill	Mathematical Understanding	Mathematical Attitudes
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e.g.	e.g.	e.g.	e.g.
* Recall	* Draw	* Estimate	* Resilience
* Describe	* Measure	* Explain	* Justify
* Calculate	* Organise	* Reason	* Conjecture
* List	* Re-arrange	* Predict	* Self correct
* Match	* Practice	* Prove/Disprove	* Evaluate
“List 5 words to do with 3D shapes. Define them.”	“Organise the numbers 1-20 into a Venn diagram. Decide on your categories.”	“Explain the steps to success when using a protractor.”	“Show me the hardest addition calculation you can do.”

<p>10 x 10</p> <p>16 x 16</p> <p>24 x 24</p>	<p>Example of marking using mathematical language – Year 2.</p> <p>Teacher makes comment for their assessment describing what knowledge the child was observed using.</p>
<p>Mustafa identified the rule and clearly explained using mathematical reasoning to process he used to find the amount of tiles for a 10 x 10 pond.</p>	

Appendix 5 – Suggested Comments and Next Steps: Maths

- **Define key vocabulary in Maths:** Explain in words what 'x' means.
- **Prove it:** $13 \times 5 = 60$. What do you think? Prove it/Disprove it.
- **Consolidate:** Question based on work done in Maths lesson.
- **Extension:** Up-levelling question (use APP to support).
- **Tell me:** Tell me the steps for success when using a protractor.
- **Time me:** Write out your number bonds to 10. How many seconds did it take you? What do you need to do next time to be quicker?
- **List:** List 5 words to do with 3D shapes. Extension: Define them. List the pairs to 10/show number bonds to 20 etc.
- **Show me:** Show me the hardest addition/ subtraction/ multiplication/ division calculation you can do.
- **Can you:** Can you calculate the missing number and explain how you would solve it?
e.g.

$$\square + 13 = 20 \quad \text{___ is 10 less than ___} \quad \text{___ is 20 more than ___}$$

- **Where have I gone wrong?** Children to spot the mistake in the method.
- **If we know...then we know...:** Encouraging children to make links between concepts.
e.g. If we know that $3 \times 7 = 21$, what else do we know?
- **Write your own problem:** Based on the application of knowledge taught that week.
- **Place value:** Teacher to write some numbers (e.g. 2, 43, 18). Children to write as words/put in order/round to the nearest 10/100/1000. How many hundreds etc?
- **Resources:** Which Maths resources would help you add numbers to 100? (e.g. empty number line; 100 square; digit cards)
- **How would you use this maths in real life?** e.g. adding decimals $0.25 + 1.34$ (money; litres; measure etc).
- **Empty number line question:** If I am on number 4 on a number line, which number is before/after/when you round to the nearest 10/when you add 13/put these numbers in the right place on the empty number line etc.
- **Odd one out:** Give children a range of numbers/shapes for them to spot the odd one out and say why.
- **Prior learning:** Give children a question to determine their understanding prior to starting a new unit (e.g. Next week we are going to be looking at coordinates. Tell me what you already know).
- **Ask me:** Reviewing a unit – is there anything that we have just learnt about that you would like to check with me?

Use the national curriculum objectives to support next steps, pitch and expectations for levelled questions.

Appendix 7 – Statements/questions for self and peer assessment

These could be displayed in classrooms and referred to with the children:

I have learnt today that...

The word _____ was used today. It means...

Something I can do now that I couldn't do before the lesson is...

I feel more confident about...

I need to improve on my...

I now understand that...

I can now explain to somebody else...

The thing I most enjoyed about my learning today was... This is because...

At the start of today I didn't know...