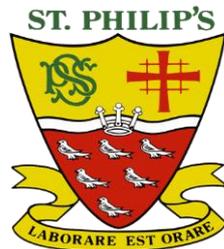


# St Philip's Catholic Primary School

## Marking and Feedback Policy

Spring 2018  
Review Spring 2020



### Mission Statement

St Philip's is a welcoming community where everyone belongs.

With Christ at the centre, we pray together and show our love for God by living the Gospels.

Showing care and compassion for each other, we are kind and sharing; treating each other fairly and with respect. We value everyone as unique children of God.

We create a caring, stimulating environment where everyone feels safe and secure. We foster a love of learning, embracing challenge and never giving up. With support and encouragement, we learn from our mistakes and always strive to do our utmost.

We find the best in all, nurturing our individual strengths and developing the confidence to allow everyone to reach their potential, preparing ourselves for the journey ahead.

## **Marking and Feedback Policy**

At St. Philip's we believe that marking should further the learning of children, and help the active involvement of pupils in their own learning.

### **Why do we need to mark?**

Reviews of research into classroom assessment (Black and Wiliam, 1998) have shown that developing Assessment for Learning, AfL, is one of the most powerful ways of improving learning and teaching and raising standards. 'Inside the black box' (Black and Wiliam, 1998) identifies five key factors that improve learning through assessment.

- providing effective feedback to children;
- actively involving children in their own learning;
- adjusting teaching to take account of the results of assessment;
- recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning;
- considering the need for children to be able to assess themselves and to understand how to improve.

### **Background**

#### **Learning Objectives and Success Criteria**

As teachers plan in the short-term they need to focus on both the learning objectives, and on the success criteria. Opportunities should be made to share the learning objective with children and to let children be engaged in the process of devising success criteria, when appropriate. Feedback in the lesson can then refer back to the objectives in order to identify for children their successes and areas for improvement. The success criteria, based on the objective, shape the teaching and provide the children's focus while they are working. They are the key focus for the teacher's and children's feedback. They can be sub level specific and used for differentiation.

#### **Providing Effective Oral and Written Feedback to Children on their Learning**

'Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure.' (Assessment Reform Group 2002a)

'Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.' (Assessment Reform Group 2002a)

#### Oral Feedback

When talking to children about difficulties focus on the fact that new learning is taking place.

Eg, instead of saying, 'I know you are having difficulty with this. Don't worry – I'm going to help you.' you need to use language such as:

'It's making you think because you are learning something you didn't know before, can you use the 5 B's?'

'Now you'll learn something that you didn't know before. Then it won't be hard the next time you meet it.'

'This is how we learn. If everything is easy, it means you already knew how to do it, so there's no new learning.'

Success and improvement against the learning objective of the task is one of the most effective focuses for feedback. Mistakes should be treated as opportunities for improvement and a focus for teaching and support.

#### Written Feedback

1. Teacher's feedback should revolve around the learning objective, individual targets if appropriate and related success criteria.
2. Children need to be given time to read marking comments and respond to them.
3. Children need to be given opportunities to make improvements to their work.
4. Teacher modelling and whole class marking can be used to train children to be able to identify their own successes and improvement needs. Use of the visualiser can help teacher model good examples of pupil self assessment and help develop peer assessment. Constant self-review becomes an expectation of lessons, as well as teacher feedback.

## Who Marks and When?

The classroom teacher, or HLTA marks the child's work. Supply teachers are expected to mark work they have done with children. Teaching assistants may mark work when they have worked with groups or individuals.

Work should be marked in time for the next lesson if possible, and, at the very least, marked on a regular basis.

We should strive to promote an atmosphere which makes clear to all pupils that work which they produce as a result of class work, or homework, will be responded to in a caring and constructive way within a reasonable time.

Not all pieces of work can be 'quality marked', but all work must be acknowledged.

Work in presentation books should also be acknowledged.

## Marking and Giving Feedback

### Teachers/Adults

All teachers should mark work with a pink pen to show any successes (tickled pink) and a green pen to indicate areas for improvement (growing our learning).

In RE work should be marked with a purple pen to ask questions or to move learning forward.

### Teachers mark against the learning objective by:

#### 1. Showing Success

If appropriate the teacher may find the best places in the child's work that link with the learning objective and underline these in pink pen.

#### 2. Indicating Improvement

If appropriate the teacher may use green pen to suggest where an improvement could be made.

#### 3. Giving an Improvement Suggestion

The teacher may write down or ask for an improvement or extend learning by asking a question, setting a challenge/problem and so on e.g. Next time...Try this....Challenge etc.

## What does this look like in each year?

**In all year groups RE is marked with a purple pen. This is to show that our RE books are special.. Spelling of religious vocabulary is corrected.**

**Year R-** All work that is good will be ticked in pink, 'Good' written and a smiley face used (as seen on display in classroom). The work will be annotated in black to demonstrate key objectives reached or to clarify meaning if it is an independent piece of work, for example: a self-initiated challenge. If it is a Teacher or Teaching Assistant, assisted piece of work it will be marked with a positive comment in pink and an area for development in green, using agreed symbols, so that children in the early stages of reading development can understand the feedback. All green marking is discussed with the child. In the Summer term the teacher may ask some of the higher attaining children to review their work and/or make changes. Teacher will use symbols 'I' for independent, 'T' for Teacher led and supported and 'TA' for Teaching Assistant led and supported. If a Supply teacher has led the task the word Supply will also appear.

**Year 1 –** In Autumn term we continue to mark as in Reception – i.e good work marked in pink and the use of green to move their learning forward. Marking will mostly be done with the child as they cannot read comments yet (VF = discussed with child). As the children progress (through Spring and Summer terms) and can read, pink marking with comments linked to the learning objective and celebrating what went well is used. A stamp is used to indicate whether work was independent (I) or supported (T or TA). Green is increasingly used for spelling corrections, punctuation, questions etc to move their learning forward. (Targets) Children begin to tick when they have seen the marking and do spelling corrections if necessary. They will write the corrected spelling twice next to the teacher's one.

**Year 2** – From September, the children are used to having pink and green comments in their adult marked work. Pink is used to celebrate their effort and what they have achieved, linking to the learning objective or particular success criteria. Green marking is used to correct spellings (HFW and Topic words) and grammatical issues, as well as to address any misconceptions or set a challenge. Green is also used to set targets and move the children’s learning forward. The children are increasingly asked to underline key words or favourite phrases in pink. They start to use pink and green pencils to mark their work and to record at the end of their work how they feel about their learning. The children start to be encouraged to set targets for themselves. When marking is completed with the child, VF is used and child comments are sometimes included.

**Year 3** – From the beginning of the year the children’s work is marked in green and pink. Pink celebrates successes linked to the learning objective and/or success criteria and green identifies improvements that could be made. ‘Green to grow’ marking may take the form of a ‘Next time...’ or target comment which suggests how the work could be improved in the future. It may also be a challenge question to extend learning further or spelling/punctuation/grammar corrections that need to be made.

If ‘VF’ is indicated by the teacher’s marking then a considerable conversation has taken place 1:1 between the pupil and adult. This would often take the place of all regular marking.

**Year 4** - In Year 4, we continue to use the green and pink marking as described in Year 3. The children will be given a positive affirmation of success against learning objective/ success criteria. The ‘next step’ is linked to the children’s targets or may be a response to an unforeseen area for improvement in the child’s work. Where children have spelling corrections, these are corrected three times underneath the current piece of work. These are usually HFW and topic words. VF indicates that the teacher has spoken 1:1 with the child about their work. ‘Please ask’, written in green indicates to the child that they need to speak to an adult about their work. If ‘VF’ is indicated by the teacher’s marking then a considerable conversation has taken place 1:1 between the pupil and adult. This would often take the place of written marking.

**Year 5** - From the beginning of the year the children’s work is marked in green and pink. Pink celebrates successes linked to the learning objective and/or success criteria and green identifies improvements that could be made. ‘Green to grow’ marking may take the form of a ‘Next time...’ or target comment which suggests how the work could be improved in the future. It may also be a challenge question to extend learning further or editing corrections that need to be made. Sections will be underlined in pink when they clearly meet the success criteria and in green when they need improvement to do this. Green sections will be edited and improved by the children.

**Year 6** – As with other year groups the children’s work is marked in pink and green. The marking celebrates successes that are linked to the learning objective and/or success criteria and identifies areas that need improvement. A green line may be drawn and the child asked to write what the teacher has asked them to do (eg vary openers). It would be expected to see evidence of this in the continued work.

## **Children**

### **How should the children respond to the marking and make the improvement?**

Teachers need to model how they expect children to respond to marking. They can also use examples of good responses under the visualiser.

1. Time in class **must** be given for children to read the successes and the improvement suggestions and to make their improvement when this has formed part of the marking. This should take no longer than 10 minutes. During this time TAs should read out the improvement suggestion to any children who need support in either reading or understanding the teacher’s feedback.
2. If questions have been asked then the child must respond. A dialogue between child and teacher will be evident in marking when appropriate.
3. All marking must be acknowledged by the child, usually by responding to the marking with a comment or, if more appropriate, by a small tick.

### What does this look like in each year?

**Year R** - the teacher will write VF where a discussion has taken place with a child. In the Summer term the teacher may ask some of the higher attaining children to review their work and/or make changes.

**Year 1** – From the Autumn term the children are asked to tick marking when they have read it. As the children progress through Spring and Summer terms they will also be able to correct spellings by writing them twice next to the teacher's correction. Some higher attaining children will begin to respond to questions or try a challenge (TRY in maths). VF is used when the teacher and pupil have discussed the marking and ways forward.

**Year 2** – The children are asked to tick marking when they have read it and answer simple questions or correct any given spellings (indicated by sp). When appropriate, children respond to marking by answering the question, reflecting on their next steps or trying a challenge (TRY in maths book). VF is used when the teacher and pupil have discussed the marking and ways forward.

**Year 3** - Children are expected to tick to say they have read comments made by an adult and answer any questions/challenges given to them. On occasion children may be asked to mark their own work by identifying/highlighting examples of the success criteria that they have used in their writing. Using pink pencils they will underline the example in their work. If they have not used something or they feel their work could be improved then they will underline in green beneath the work. Children will then make necessary changes in a different colour.

**Year 4** - Children are actively encouraged to respond to comments when they have been made. They will usually have 5 minutes at the start of a session to respond. Where children mark their own work, they use pink for correct answers or success against the learning objective and green for work that needs correction or improvement.

**Year 5** – Children are expected to answer green marking with an appropriate comment, or to carry out the challenge/question. They may also thank the teacher for positive comments occasionally. If no action is needed, children will initial comments to acknowledge them.

**Year 6** – Children are given time at the beginning of each lesson to read and acknowledge teacher marking and to correct spellings when appropriate. It is expected that the children respond with an appropriate comment.

### The Marking and Correction of Spellings

**In Year 1** an incorrect spelling may be identified by a teacher and the child taught how to copy the correct spelling two times next to the teacher's correction.

**In Year 2** an incorrect spelling may be identified by the teacher and the correct spelling copied out three times- priority is given to high frequency words and topic specific vocabulary.

**In Years 3 & 4** an incorrect spelling identified by the teacher will be copied out correctly 3 times on the same page – priority is given to high frequency words, words they should know or topic specific vocabulary. This is limited to 3 words per piece of work.

**In Year 5** incorrect spellings as indicated by the teacher will be copied out correctly 3 times at the end of the work. This is limited to 4 words per piece of work.

**In Year 6** incorrect spelling as indicated by the teacher by 'x 3' will be copied out correctly 3 times at the end of the work. This is limited to 4 words per piece of work.

### Individual verbal feedback

If work has been discussed with an adult, this conferencing may replace any formal marking and the teacher will write VF (Verbal feedback given). If an adult needs to discuss the work done by a pupil then they write a star.

### Marking for writing

- Underline in pink pen the best places in the child's work that link with the learning objective. Foundation Stage: initially oral feedback building up to 1 to 2 successes and an area for improvement.
- Use green pen to underline those things that can be improved.

KS1 → 1 or 2 successes and 1 area for improvement.

KS2 → 1 or 2 successes and 1 area for improvement.

## Marking for maths

- Correct worked is ticked in pink
- Areas for improvement are underlined in green
- Try.....should be written in green to extend children's learning or to help scaffold learning related to misconceptions.

### d) Self- Assessment and Peer Assessment

Self assessment and peer assessment are important additional forms of assessment which engage children in understanding their progress in learning and identifying next steps. Time will be built in to lessons as appropriate to provide children with opportunities for reflection in structured ways.

Teachers could:

- ensure the children have talking partners
- ask children to find something linked to the LO that they are proud of, and underline it in pink. Share with talk partners.
- Give children 3 minutes to identify 2 places where they think they have done well and read them to their partner.
- Ask children to decide with their talk partners which of the success criteria they have had most success with and which needs help.
- provide opportunities for children to identify their own successes and areas for improvement.
- provide opportunities for children to write their own improvements.
- Scan examples for peer assessment – successes and things to improve

### This is how we self assess and peer assess in:

**Year R** – children will use smiley faces to indicate their confidence with the work. When developmentally ready children may underline success in pink and areas for growth in green. Examples will be shared under the visualiser.

**Year 1** – Talk partners are used in all lessons. At the end of the lesson children are invited to say what they feel they have done well first with their TP then with the class. Good examples are shown under the visualiser and shared with the class who will be asked to agree 2 successes and 1 thing to improve.

**Year 2** – Talk partners are used in all lessons. Through the lessons there are opportunities for the children to share their work with their partners and work with others, share ideas and discuss how to move their work forward. In maths they sometimes use faces to indicate how they feel about a lesson and in writing they are asked to underline their best line or idea. The children learn how to assess themselves (using pink) to underline success and green for areas of improvement.

**Year 3** - Pupils self-assess their own work. From the beginning of the year they will put a smiley face at the end of the work indicating their own perceived level of success (linked to the success criteria or learning objective). The children also sometimes self-assess work in relation to the learning objective/success criteria in pink and green.

**Year 4** - Where the children self-assess their work, they will indicate in pink pencil their success, new learning and what helped them to learn and, in green pencil, what they found tricky and what would help them to learn next time. The children use VCOP to self-assess their writing. They use smiley faces to indicate confidence.

**Year 5** - Children are expected to self-assess each piece of work in relation to the learning objective/success criteria in pink and green. Children are also expected to use VCOP to self-assess their writing.

**Year 6** –Children use VCOP to highlight successes but also to identify areas that they need to develop. These are then carried through as their targets for the following day. The children also sometimes self-assess work in relation to the learning objective/success criteria in pink and green.

## Monitoring Implementation of the Marking Policy

The subject leaders have responsibility for monitoring teachers' responses to children's work. All practice should be consistent.

This policy will be reviewed regularly to ensure that it is understood by all new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

This policy will be monitored through:

- Regular scrutiny of pupils' work (to be carried out by Subject Leaders)
- Sampling books across subjects (to be carried out by Assessment Co-ordinator)
- Discussions with staff and pupils (to be carried out by Assessment Co-ordinator)
- Observations of lessons (to be carried out by Assessment Co-ordinator and Leadership team)

### Acknowledgements

Throughout reference has been made to the book 'Excellence and Enjoyment: learning and teaching in the primary years. Planning and assessment for learning.' DfES  
'Assessment in Action' AAIA (Association of Assessment Inspectors and Advisers)