ST ETHELBERT'S CATHOLIC PRIMARY SCHOOL AND NURSERY

Feedback and Marking Policy

Date of Review: July 2022

Date of Next Review: July 2023

St. Ethelbert's Catholic Primary School and Nursery

Feedback and Marking Policy

1.   Purpose and aims of the feedback and marking policy

> **Research has shown that consistent and effective feedback, as documented in this policy, has a significant impact on raising achievement.** Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.

- The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. *This policy should be read in conjunction with the Assessment for Learning Policy*.

- A consistent, whole-school approach to feedback and marking is essential so that pupils understand how they will receive feedback and how they should respond to marking comments. Consistent, regular marking also reinforces high expectations and also helps pupils understand that their work is valued.

- Teachers are responsible for marking as part of the teacher's terms and conditions of employment. In this policy, clear strategies are stated in order to manage efficiently the work load of teaching staff.

> ## The Key Principles that Guide the School's Approach to Marking and Feedback
>
> **Marking and feedback should:**
> - Support pupils to think about and reflect on their learning
> - Be manageable for the teaching team and accessible to the children
> - Reinforce high expectations for individual achievement
> - Support pupil progress by using next step marking to identify specific areas for improvement
> - Allow specific time for children to read, reflect and respond to next step feedback in order to raise achievement
> - Respond to the learning needs of individuals, groups or the whole class by taking opportunities to mark face-to-face or as pupils are working to maximise its impact
> - Be an integral part of the assessment for learning process, informing future planning
> - Be consistent throughout the school or within key stages, using school marking symbols consistently

### 2.	General expectations

> It is essential that there is consistent marking throughout the school to support effective communication between pupils and the marker and to ensure pupils and parents have clear expectations about how their work will be marked.

- **Verbal feedback (VF)**
  Verbal feedback will be given to children during the lesson where possible. Verbal feedback will be immediate, during the learning and may be individual, group based, or to the whole class
- **Written feedback: Tickled Pink and Green for Growth**
  Pink highlights will show achievement against the learning objective or success criteria. This may look like:
  - Evidence within a piece of work may be highlighted pink to show specific examples of where the objective has been achieved.
  - Pink comments may be used at the teacher's discretion to acknowledge achievements above or in addition to the learning objective.

  Green highlights and/or comments in red pen will inform next steps in learning. This may look like:
  - Evidence within a piece of work may be highlighted green to show specific examples of where there are misconceptions or errors.
  - Comments in red pen to be used at the teacher's discretion to further learning by: scaffolding, deepen learning, questioning or offer challenge (see examples in the appendix)
- **Marking symbols must be used consistently**
- **Incorrect answers should be highlighted green**. If pupils are working in pencil, they should not rub out and then correct their work. Incorrect work should remain in exercise books as evidence mistakes or misconceptions have been identified and addressed.
- **All written marking comments should be completed in red pen**.
- Supply teachers should mark all work they do with the children, and initial it with an additional comment "ST" (supply teacher). Teachers covering within the school should also mark and initial work.
- Parents must have access to their child's books during parents' consultation meetings. Marking must be up to date and be in accordance with school policy.

### 3.	Sharing of the Learning Title and Outcome

> Teachers are expected to share and display the learning title and discuss the intended outcome for each lesson. Teachers will share steps to achieving this outcome. Research shows that children are more highly motivated and task-orientated if they know and understand the learning intention and are given clear criteria to help them measure their success.

- The learning title should be written or explained in **child-friendly language**. It should be as concise as possible, written in a sentence or note form. Learning titles may sometimes be learning questions.
- Pupils should write the learning title at the start of each piece of work. In the Foundation Stage and Year 1 the learning titles can be printed and stuck in each pupil's book.
- Teachers may use their discretion, particularly for pupils in year 1 or for pupils with Special Educational Needs, whether additional support is given with writing the learning question. (e.g. LQ is stuck in the book or teacher/LSA writes the LQ for the pupil)

4.   Feedback and Marking Strategies

4.1   Acknowledgement marking against the learning title
All written work should be marked using green and pink highlighters and the school marking symbols. The minimum expectation is that the learning title is highlighted either pink or green indicating Pink- Achieved Green- Needs practice
The following symbols can be used to evidence support given

WS	**With support**
GW	**Guided work**
I	**Independently**
VF	**Verbal feedback given**

4.2   Motivational feedback
Some pupils may benefit from motivational comments that confirm that they are achieving or making progress. Types of comments may include:
"Well done. You listened very carefully today" "Fantastic maths"

- These comments should be written at the teacher's discretion and should not be overused
- As a general rule this type marking should be as positive as possible. However negative comments are acceptable if the teacher judges it will have a positive impact on the pupil's learning or will reinforce high expectations for achievement. (**e.g. if a child produces works that is not reflective of their ability or if presentation does not meet the expectations set).**
- Teachers may use a range of strategies to acknowledge children's achievement including smiley faces and stickers.

4.3   Improvement prompt/next step feedback and marking
This approach is the most important of all the strategies because it helps to close the learning gap, supporting pupils move from where there currently are to where they are targeted to be in their learning. It makes pupils think about and reflect on their learning.

Next step feedback can be verbal, highlighted in green or written in red pen.
To have the greatest impact on pupil learning and progress:
- Written feedback should be linked to the learning question and success criteria.
- Errors and misconceptions to be highlighted in green
- **Pupils should have "DIRT" (Dedicated Improvement and Reflection Time) at the beginning of every lesson so they can respond to feedback**

Three simple strategies to support high-impact improvement prompt marking
1. **Use the success criteria**
   a.   Give pupils a copy of the success criteria for the lesson/unit
   b.   Ask pupils to tick/highlight which of the success criteria they think they met
   c.   Tick which ones you think they met
   d.   Use success criteria to set a next step (improvement prompt)
   e.   Build in time at the start of the next lesson for pupils to respond to next steps.
2. **Highlight in green**
   a.   As you are marking, highlight in green the work you would like pupils to improve or reflect on
   b.   Spend the first 5 minutes of the lesson getting pupils to respond to their improvement prompts
3. **Let the pupils make the corrections. Give feedback and let pupils improve their work.**
   a. Five of these are wrong. You find them. You fix them.

Types of feedback

Green for growth feedback to support

When reviewing pupil outcomes, evidence suggests the pupil needs more support to achieve the LQ. Examples include:

- *Try questions 5, 6 and 7 again. Use a number line*
- *Add in correct punctuation*
- *Add in two time connectives.*

Green for growth feedback to consolidate

This is more than 'Do another ten questions' but where the child may need a few more examples before they can more on. The examples are tailored to the errors a child has previously made.

- *Try these: 13.2 x 10 = ___   83.32 x 100 ____*
- *Add a simple sentence in paragraph 2 to increase the tension?*

Green for growth feedback to Accelerate

Have challenge questions ready as next steps that can be stuck into pupils books at the beginning of the next lesson to move the child on to the next level of difficulty. These can be completed during 'DIRT' time

Expectations for verbal next step feedback

- Verbal feedback can be highly effective in focusing pupils on the learning objective and success criteria as they are working. It should be used **throughout the lesson to ensure pupils** are on track with their learning, address any misconceptions and provide further support or challenge to individuals, groups or the whole class so that the learning is pitched at what pupils need.

- When verbal feedback has been given to an individual, group or whole class then the letters "VF" should be used. Further brief notes and **modelling/scaffolding** can be added underneath the **"VF"** to explain what feedback was given.

Expectations for written next step feedback

- All work should be marked using green and pink highlighters and written comments should be in red pen.

- In order to manage teacher workload, it can be effective to provide written next step marking during the lesson with the focus group that you are working with. In this way, pupils can respond directly to the comments as you make them and this can have a greater impact on accelerating their progress.

4.4   Feedback and marking linked to Literacy and Numeracy Targets

- Literacy and Numeracy target record sheets are kept in pupil's books and it is important that these are cross referenced with the evidence in pupils' books. When a pupil has achieved a target, this should be referenced in the teacher's marking comment *(e.g. T1 met).* The target should then be ticked off on the pupil's record sheet with the date added.

- Marking comments can also be given which encourage pupils to reflect on whether there is evidence for a target in their work or what they might need to do to achieve a certain target *(e.g. What do you need to change or add if you want to achieve T2?)*

4.5   Pupil self-evaluation and feedback

4.5.1   Dedicated feedback and improvement time (DIRT)

Pupils should be given appropriate opportunities to respond to green for growth highlighting and next step feedback comments. **Teachers must incorporate time for feedback and reflection time into planning. Feedback and reflection time may take place as a whole class, during a guided group or through one to one conferencing with a pupil.** Pupils' written responses to marking must be in green pen.

4.5.2   Self and peer-evaluation
Self and peer-evaluation feedback is an essential part of the assessment for learning process. It encourages children to become more reflective learners, who can analyse what they have achieved during a lesson and what they need to develop to make further progress. It also helps to engage pupils in the learning process

It takes time, teacher modelling and lots of practice for it to be meaningful: however when done correctly it is extremely effective in enabling pupils to evaluate their learning and understand what they need to do next.

Self-evaluation at the end of each lesson:
In Key Stage 1 and 2 children are supported in reflecting in greater depth using the Zone of Proximal Development (ZPD), Success Criteria and Self-Evaluation questions to guide their thinking. Pupils are required to reflect on their progress in each lesson using ZPD by adding R, A or G next to the Learning Questions.

Use of the Zones of Proximal Development (ZPD)
This approach helps pupils understand that they need to challenge themselves (i.e. be working within the challenge zone) in order for them to move forward in their learning. Children can reflect on which zone they are working in throughout and at the end of a lesson/unit. (See Assessment for Learning Policy for more information)

Use of the success criteria
Pupils can use the success criteria to identify aspects of the lesson they did well and elements they would like to improve. A copy of the success criteria can be stuck in pupil's book so pupils can highlight what they have done well and what they think their next steps could be.

Use of self-evaluation questions
The school has a set of self-evaluation questions that should be displayed and used in class (refer to appendix). It is important that children use self-evaluation questions regularly to help them reflect on their achievements and next steps. Self-evaluation questions must be displayed in the classroom.

Use of scaffolds
Printed slips can be completed and stuck in the pupil's book underneath a written outcome. Templates are provided in the appendix. Examples include:
Two stars and a wish/ I think I met target ……. because I can ……..
I think my next step is ………/Today I have learnt to **………**

- **Written self or peer-evaluation should take place at least twice a week in the core subjects**. There should be clear written evidence in pupils' books that it is happening.

- **All self and peer-evaluation should be completed in green pen**. Pupils should write the letter "SE" (self-evaluation) or "PE" at the start of their comments.   .

- On the remaining days or where the task has no written outcome, self- and peer-evaluation should be completed verbally.

- Time for self- and peer-evaluation needs to be built into planning and can be done during a task and/or at the end of a lesson.

- It is important that teachers take account of pupils' evaluation and use this to inform future teaching and learning.

- Pupils may mark their own work as this is an important way of encouraging children to reflect on their own progress in the lesson and it provides them with immediate feedback.

- It may on occasion be beneficial for pupils to mark each other's work as marking another pupil's work can support peer-evaluation. This should be done sensitively and at the discretion of the teacher.

5.   Presentation of children's work

Date: Should be written on the top right hand side of the page.
- In KS1 children use the short date in all subjects except Literacy.
- In KS2 use the long date in literacy and the short date in numeracy.
- In other subjects (e.g. Science, History it is at the discretion of the teacher and should reflect the task set (e.g. for a write up of a science experiment it would be appropriate to write the short date and for a piece of writing linked to creative curriculum it would be appropriate to use the long date).

Learning question or title: Should be written at the top left hand side of the page, leaving a line before starting their work.

General presentation
- Set high expectations regarding the way children look after their books. It is important that children's written work shows that they have pride in what they have achieved. Poor presentation can create a negative impression.
- Where presentation is not of a high standard, then it is important that teachers identify this with pupils and require them to complete the work again.
- The date, learning question and a title if there is one should be underlined using a ruler.
- For SEN children, it is at the teacher's discretion whether support is provided in writing the learning question or date.
- Teachers should model how to stick worksheets into books so that they are stuck in straight and neatly.
- **Numeracy**: work completed must be in pencil. All lines should be drawn with a ruler.
- **Literacy**:
  - EYFS and KS1, work should be completed in pencil. If, during year 3, the teacher feels that a pupil's handwriting is developed enough, then they may award a pen licence and pupils can use a blue handwriting pen.
  - In Year 4-6 all pupils should use handwriting pen.
  - For pupils with SEN or for those who need additional support with their handwriting, teachers may use their discretion as to whether pupils continue to use pencil or use a different type of pen that supports the development of their handwriting.
- No doodling is allowed on books (including front cover and margins).

The implementation and effectiveness of this policy will be monitored and evaluated by the Senior Leadership Team on a regular basis. This will take the form of pupil/staff voice, work scrutinies, learning walks or as part of a lesson observation.

Examples of literacy marking:

T2, 11

LO: can I write a recount using conjunctions?

(A)
(I) Did you know on monday year 1 wen on an amasing trip to Ruislit Lido.

firstly we went on a big and extremacy hot coach He took us on a very fun trip. When we arrived there we were so exited to play in the yellow sand. We went on a long, long, long daily mile and then we had a sun, sun, sun play and when we had our play. Then we had our scrumptious lunch and we were so, so, so hungry we gobld it all up very quickly after lunch We made sand castles and played on the play ground on the hot beach. Finally it was time to go home we were

R3 Ⓐ LQ: Can I use expanded noun phrases?

The piercing, jagged, keen stalactites with mouth-like features.

The ~~enormous, glistening, golden~~ palace with rainbow bridges.

Ⓘ The freezing, frosty, ~~snowy~~ pearl white mountains with ~~long, frozen~~ rivers.
lengthy, Icebound

Ⓘ More effective adjectives.

Success criteria:	
I can select appropriate adjectives to describe a noun.	✓
I can use commas in a list to separate adjectives.	✓

WEE LQ: Can I use adverbs of possibility

Success Criteria:	
I can use and adverb of possibility	🟩
I can use relative clause	🟥
I can use an expanded noun phrase	🟩
I can write in the first person, present tense.	🟥

✓ edit these in in green please.

8

LO: To create characters and settings. Ⓐ A

Emerald the enchanted

Once upon a time, there lived a poor ~~family saddly the~~ family, saddly the mother died, and ~~unhealthy~~ a few years ago. There was a little girl called Emerald and her father, ~~beacuse~~ because the were so poor, they made their family bigger. When Emerald's mum was young her best friend was called lousinda and since she knew them very well she is going to live at their home. Also she has two very spoilt children.

Emerald

① proper noun ✓
② more than one or owns? ✓

Examples of numeracy marking:

11.07.2014

L.o To revise

starter

6 × 10 = 60 ✓
2 × 11 = 22 ✓
7 × 5 = 35 ✓
10 × 9 = 90 ✓
8 × 2 = 14 C 16
5 × 9 = 45 ✓

1. 4 + [12] = 16   16 − 4 = 12
2. 7 + [41] = 48   48 − 7 = 41
3. 15 + [41] = 56   56 − 15 = 41
4. 31 + [12] = 43   43 − 31 = 12
5. 11 + [43] = 54   59 − 11 = 43
6. 8 + [31] = 39   39 − 8 = 31
7. [37] − 5 = 32   32 + 5 = 37
8. [42] − 14 = 28   28 + 14 = 42
9. [44] − 7 = 37   37 + 7 = 44
10. [50] − 13 = 37   37 + 13 = 50
11. [43] − 8 = 35   35 + 8 = 43
12. [76] − 11 = 65   65 + 11 = 76

SE I can use the inverse to find missing numbers

LO Coun t... ers on a 100 square

£1 2p 20p 50p 10p 5p

£5 £10 £20

1. 3, 5, 7, 8   2. 1 0, 1 2, 1 4, 1 6

1 2, 1 5, 1 9, 1 6, 2 0   1 5, 2 0

3. 3 8, 3 0, 3 4, 4 5   6. 4 0, 4 8, 5 1

7. 2 1, 2 5, 3 2, 3 6   8. 2 0, 2
3 8, 3 0

NS True or false
7 is inbetween 5 and 10?
True A

11

LQ: Can I rotate a shape around a point?
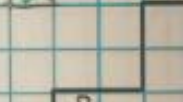
rotate 90° rotate
a   180°
            b

A1

A
A

A2

A
A

A3

A
A

A4

A

A5

A
A

B1

B
B

B2

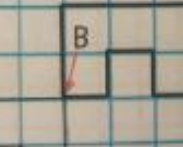B
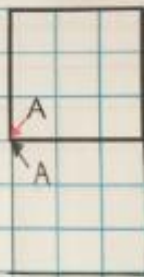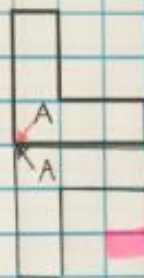
How many
squares do
you
need? 3

B3

B

B4

B
B

B5

B
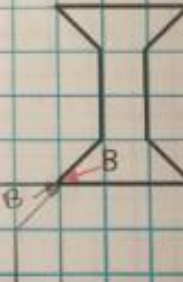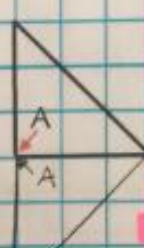
How will my teacher mark my work?

Next to the Learning Question your teacher will:

Use 'Green for Growth' and 'Tickled Pink' to show what you've done well and what you need to improve

They might also use the following symbols to show support given in class today:

WS   **With support**
GW   **Guided work**
I   **Independently**
VF   **Verbal feedback given**

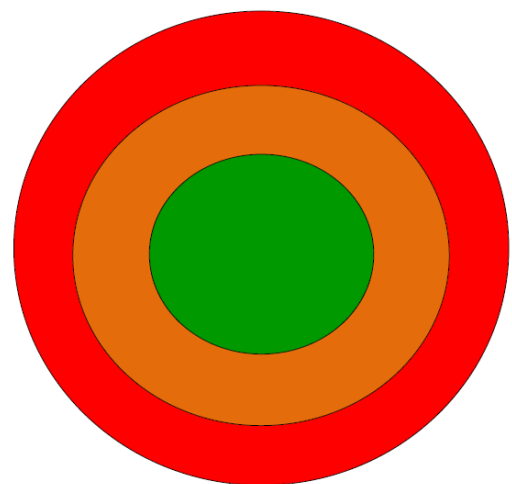## What do I need to do?

Assess your work using:
R = red (panic)
A = amber (challenge)
G = green (comfort)
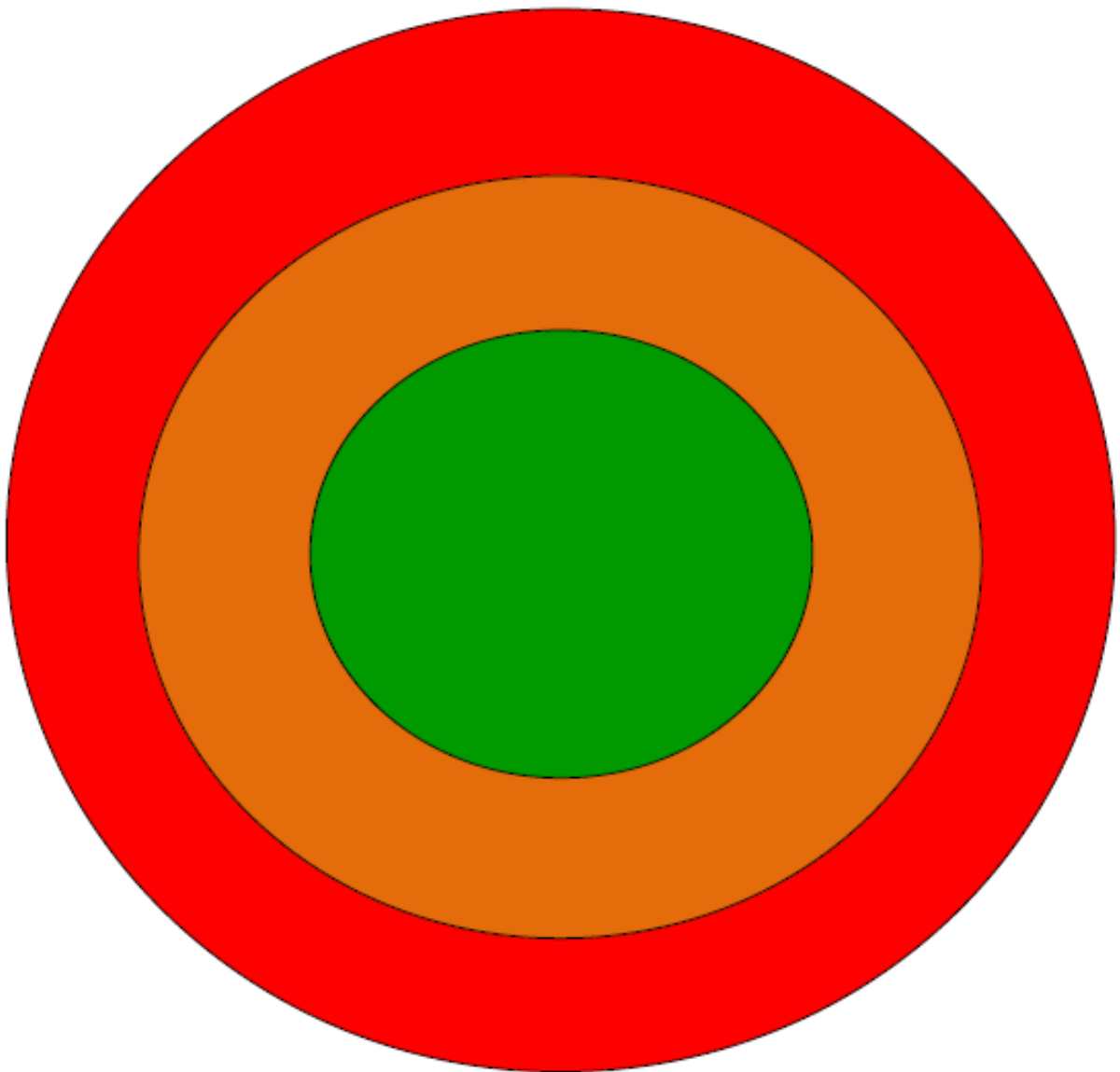
SE: self-evaluate
PE: peer-evaluate

Assess your work

R = red (panic)
A = amber (challenge)
G = green (comfort)

Green for growth

Tickled pink!