

St Paul's CE (VC) First School

Coven



Marking and Feedback Policy



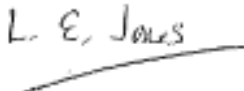

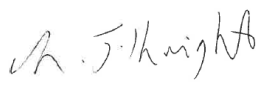

At St Paul's, our welcoming Christian community, accepts and enables all to flourish to achieve their God-given potential. We develop independent and resilient learners, who lovingly respect each other with care and kindness. All are invited to make a difference in the world in which they live following in the footsteps and teachings of Jesus Christ.

"Love your neighbour as yourself." - Luke 10:27



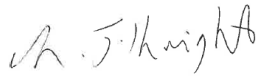
St Paul's First School, Coven

Marking and Feedback Policy

Comments:	Written by K. Roberts in September 2016 Adopted by Governors on 11 th October 2016
Signed: 11/10/2016	 Vice Chair of Governors
Reviewed: 13/11/2017	 Chair of Governors
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Chair of Governors

Date policy last reviewed:

November 2024

Signed by:



Headteacher

Date: 27th November 2024



Chair of LAC

Date: 27th November 2024

Marking and Feedback Policy

We believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. All work should be marked or given oral feedback and the marking should be completed before the child's next lesson in that subject.

Principles

Marking and Feedback should:

- Relate to learning intentions, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written) to ensure equity in all subjects and for all abilities.
- Take the child's previous attainment based on the child's previous attainment within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face-to-face with some and at a distance with others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be seen by children as positive in improving their learning.
- Success Criteria can be ticked to show feedback
- Be manageable for teachers.

Formative Feedback/marking

- With oral feedback, in the course of a lesson, teacher's comments to children should focus firstly on issues relating to the learning intention and only secondly, on other features.
- Developmental Marking (Quality Marking/ Next step marking/ Fix-it(Closing the Gap Marking)
- A comment should be written to help future development or to reach the next step and can be from the Target Cards or Assessment Grids.
- Developmental Marking should take place in writing and maths at least once a week. Children and teachers should not ignore developmental comments from week to week- they should be the focus of improvement for the next pieces of writing (be it in Science, history and so forth). In many cases developmental marking can be the child's target.

Not all pieces of work can be 'quality marked' all the time.

The teacher will:

1. Tick in green pen where the child has written the best aspects against the learning intention. The child should know they can use this again in their work
2. Highlight in yellow highlighter where the child was very close to achieving the LO, where improvements need to be made and when work needs modifying slightly. This should be followed with a 'fix-it' comment. Time must always be given for the child to respond to feedback.

The emphasis in marking should be on both successes against the learning intention and improvement needs against the learning intention. The focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

- *What else could you say about the prince?*
- *Write a sentence using one of these words: handsome, elegant, or snooty.*

Other useful 'fix-it' comments are: (Appendix 1)

- *A reminder prompt (e.g. 'What else could you say here?' / Did you simplify the fraction?)*
- *A scaffolded prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he...', 'Describe the expression on the dog's face./ If $3 \times 7 = 21$, check your answer to 4×7)*
- *An example prompt (e.g. 'Choose one of these or your own; He ran round in circles looking for the rabbit. /The dog couldn't believe his eyes./ An example of a solved maths problem).*

Secretarial Features

Spelling, punctuation, grammar etc. should not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time when learning to write.

When written work is finished, ask children to check for things they are unsure about, or have a check list based on their previous targets to focus on:

Have you checked your:

- *Full stops and capital letters?*
- *Possessive apostrophes?*

They should not be told to correct all spellings, or they are likely to write further misspellings.

Children should be encouraged to 'have a go' at spellings and not be relying on the adult to spell for them. Children should be encouraged to use adventurous vocabulary. If children make a mistake, the error should be crossed through with a straight line.

Rubbers may only be used by teachers when there is a need to rub out a small error on work that is for display or where presentation is important.

In Maths do not write 'corrections' without any fix-it (close the gap) prompts. Children should always be encouraged to check their maths work and class teachers should teach strategies for this.

Read Write Inc Phonics

See Appendix 2 for marking expectations for RWInc Phonics.

Organisation

- When planning teachers need to give themselves and their TA time to get around the class and help them read any comments on work.
- The beginning of lessons can be given for children to act upon any close the gap marking.
- Fix it time also takes place each morning on entry to school for children to respond to comments.
- Wherever class discussion takes place, feedback is given orally. Notes also may be necessary to inform future planning as a result of the discussion findings.
- Children need to have some feedback about their work but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers
- Fix-it tasks and amendments should be completed by the children in red pen.
- Children in Y2-4 will also use purple pen for editing their work using Writing lessons.

Appendix 1

Examples of Developmental marking in writing.

1. Elaborating and extending

Often used to redirect the child's focus, good for more able children who need less support:

- *Write a character description of James*
- *Describe the merman in more detail*
- *Say more about the fire*
- *Explain this for me*

2. Scaffolded prompts for elaborating or extending

They often focus the child's attention on specifics OR delve via two or more questions or statements:

- *Can you tell me more about how the girl felt walking into her new class?*

- *You need to put more suspense into walking into the old house. Use the word 'eerie' to create suspense.*
- *Describe what the forest looked like to Red Riding hood. Remember to use all your senses when describing.*
- *Can you tell me more about why you like playing football so much?*
- *How do you treat your horses? Write about the times you have anything to do with them.*

3. Example prompts for elaborating or extending

Giving the children models of words or phrases they could use in their work:

- *Describe what you are seeing as you begin to turn into a giant. Perhaps*
 - *Cars looks like toys*
 - *Houses look like dolls houses*
 - *People look like ants*
- *What did you see on the boats trip?*
 - *Majestic killer whales?*
 - *Friendly dolphins splashing in the crystal sea?*
- *What did you find in the old house? Could it have been?*
 - *A dusty old cobweb*
 - *An antique clock*

4. Adding a word or a sentence- this is usually done in a structured way

- *Missing words- teacher writes out sentence for child to put missing words in- usually specific, e.g. adjectives*
- *Letting the child finish a sentence the teacher has begun*
- *Asking for one or two new words*
- *'You have written said three times, please list two synonyms for said'*
- *'Please write a really powerful adjective to describe the wolf'*
- *'Chose an adjective which would best describe the noise: cacophony, screeching, wailing'*

5. Asking for one or two more sentences

- *Can you tell me two more things about the beach?*
- *What did the teacher say to the young girl before they went home?*
- *Think of a line to rhyme with devour*

6. Changing the text

- Replacing individual words- teacher could highlight in yellow and ask for them to be changed- needs to explain why though. Could give examples to help child and extend their vocabulary
- Replacing individual sentences- again teacher needs to explain why and can give examples
- Replacing paragraphs- usually the last paragraph as the child has ran out of time OR as teachers we spend more time teaching about story openings than endings
- *I am not quite sure what happens at the end of this story. Please rewrite the ending, explaining what happens in more detail. Does the main character survive even though you have hinted he would die?*

7. Justifying- very useful tool to get the children to add more detail

- *Why was his voice shaky....? Tell me more!*
- *Why were the ugly sisters jealous of Cinderella?*

Appendix 2- Read Write Inc Phonics

- Children to self-mark from Y1 upwards.
- Reading teachers to model small sensible ticks for each sound on the whiteboard (if children need it modelling).
- Reading teachers to monitor children's marking to ensure it is well presented and marked accurately.
- Children to self-correct.
- If children haven't spotted their mistakes, underline in a yellow highlighter as a 'fix it' for children to then fix it there and then or the next time they come to use their book.
- Some children may need the letter written for them to model the correct formation, this to be done in a yellow highlighter for the children to trace and have a go themselves.
- Reading teachers to put a green tick at the end of each speed sound lesson to show they have seen children's work. This can be done during the lesson - on the spot marking.

Writing activities - hold a sentence/build a sentence/edit a sentence

- Children to self-mark, a tick for each word they get correct rather than each sound.
- Children to edit a sentence in pencil.
- Reading teacher to use a yellow highlighter for any mistakes for the children to 'fix it' themselves in red pen.

Writing compositions - longer pieces of writing

- Reading teachers to use 'fix it' marking as they go round monitoring and supporting children in their writing - underline mistakes in yellow for children to fix/form letter for children if needed.
- Marking should be on the spot as the children are working so they can fix it there and then.
- If verbal feedback is given, mark 'VF' in their work.
- If there are no 'fix its', put a green tick at the end of the piece of work to show it has been read.

Appendix 3

Marking Codes

- √ Good or Very Good
 — Something needs improving
 ^ Insert extra letter, word or information
 P Punctuation - you have forgotten to use something (. , ! ? " " : ; or capital letter)
 // New paragraph is needed
 Sp in the margin and a word underlined means a spelling mistake.
 S Work was supported/guided
 I You have worked independently
 VF Verbal feedback given

Appendix 4

Example comments and feedback of no value and should not be used:

<u>Comment</u>	<u>Reason not to be used</u>
Good work/ Nice work	What is good/nice about it? Too vague
Well done	Too vague
Keep it up!	Too vague, keep what up?
Think about your work	Too vague- think about what aspect
Do your corrections	Do they know what they have done wrong in the first place?
Correct your spellings	Do they know what they have done wrong in the first place?