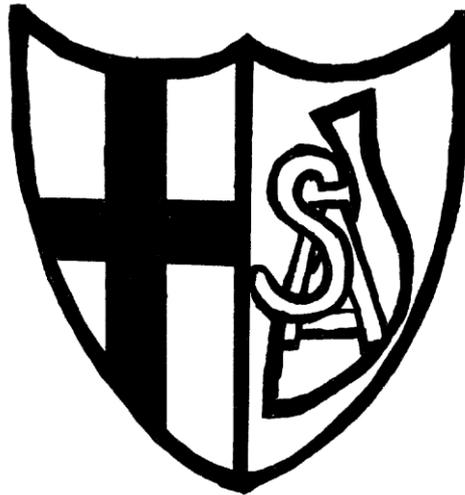# St. Albert the Great Catholic Primary School

"The more I learn about the world in which I live,

the closer I grow to God."

Feedback & Marking Policy

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St Albert the Great Catholic Primary School
Feedback & Marking Policy

"An ongoing process conducted both formally and informally, by which information and evidence about a child's learning is absorbed and used to plan the next step"

(Ruth Sutton, Assessment a framework for teachers 1991)

Introduction
At St Albert the Great Catholic Primary School we want all children to make good or better progress and develop positive attitudes to their learning. 'Assessment for Learning' is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at St Albert the Great Catholic Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims
The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning

1. Explicit Learning objectives
2. Success Criteria
3. Questioning
4. Feedback
5. Marking
6. Adjusting teaching to take account of results
7. Response to marking

1.   Explicit Learning Objectives
Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know and understand the learning objectives for the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.
The learning objectives will focus on learning not activities. Helpful learning objective stems include 'to know, to be able to, to identify, to understand'.

2.   Success Criteria
Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results.
Feedback against the criteria frees children from personal discouragement.

3.   Questioning
We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including *prompting, promoting and probing* questions, are recorded in teacher's medium or short term planning. **Wait or 'thinking' time is essential** to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of '**talk partners**' where children can rehearse and

scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather than the child is more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral
• Most regular and interactive form of feedback.
• Focus on being constructive and informative to help pupils take the next steps in their learning
• Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
• Whole class or group marking of one piece of work can be useful as the teacher invites children's   contributions so that the piece is marked through a process of discussion, analysis and modelling
• Opportunity to model the language pupils can use when responding or giving feedback to others
• Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
• Emphasise the learner's progress and achievement rather than failure.

Self-assessment
We will encourage pupils where possible to self- assess their work. This can be by recording traffic lights in their books or through thumbs up and to avoid peer pressure this can be carried out with eyes closed.

Peer assessment
Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. We use pink and green highlighter pens across the whole school as a 'Tickled Pink' and 'Green for Growth' prompt so it is also visually very clear where success has been achieved and where an area can be improved. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:
> • Find one word you are really proud of and underline it. Tell the person next to you.
> • Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
> • You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
> • You have 5 minutes to note down one thing you could do to improve this piece of work next time.

5. Developmental Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of '**how**' and '**what'** they are learning and what they need to do to make further progress.

Key principles and guidance for marking:
✓ Establish ground rules on presentation and setting out and display these. Do not mark work which does not follow these.(See Presentation Policy)

✓ Marking is only of value if comments are read and responded to e.g. initial next to comment, comments or questions written are responded to.

✓ All work marked by a member of staff should be in pink and green. Pink is referred to as tickled pink and this is to indicate successes. Green is taught as green for growth and identifies the next steps for pupils. This also allows the teacher to tailor and personalise learning for all pupils.

✓ Worked marked by someone other than the class teacher should be initialled e.g. TA – teaching assistant, ST – supply teacher, children marking should put their initials.

✓ Indicate on work the level of support. Use codes as below:

• I – Independent work
• P – Partner supported
• S – Supported (By teacher / Teaching Assistant)

• G – Group Supported

✓ Work marked by the children should be in a contrasting coloured pencil. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement following teacher model.

✓ In depth marking will be completed at least 2x a week in maths and in literacy. Marking must be manageable and not all pieces can be quality marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language. Comments should model the handwriting policy.(See Handwriting Policy)

✓ All marking will be positive, informative and constructive and comments must relate to the LO and the SC. Only give feedback on what children were asked to pay attention to. In addition, identify spelling and punctuation when necessary.

✓ Maths and other closed tasks should be marked with a tick and a ? put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out.

✓ Any calculations, sentences etc that need to be corrected should be indicated in Next Steps comment where appropriate.

✓ Marking in English should include highlighter where the child has written best aspects against LO and in next steps, indicate an area where some improvement needs to be made. Information needs to be given as to how the child can close the gap.

Useful 'close the gap' are:

Reminders - What else could you say here?

Scaffolds – What was the dog's tail doing? The dog was angry so he......! Describe the expression on the dog's face.

Examples – Choose one of these – He ran around in circles looking for the rabbit/The dog couldn't believe his eyes.

Modelling.

✓ Spelling mistakes will be underlined and written correctly in the margin. The child will then write the word 3 times when responding to marking. Where relevant, they will be encouraged to use other strategies for learning spellings (eg 'bubble' writing, identify the 'tricky' bit, break it down into phonemes/syllables)

✓ Punctuation marks relevant to the child's 'Milestone' levels will be marked. Punctuation mistakes will be inserted where omitted and circled where wrong.

✓ Time should be given for pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.

✓ Children should evaluate their work using the traffic light system.

✓ Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, National Curriculum end of Key Stage expectations, Phase 'Milestones' and the child's individual ability and will be used to inform teachers' planning and records and reports to parents.

The whole purpose being that where possible marking does the following;
A. Highlights success - use of a highlighter or tickle pink where the pupil has achieved positively against the success criteria e.g. maths strategy met LO
B. Provides a 'closing the gap' prompt (and a green for growth) to help children make improvements. These can occur in different ways e.g.
- a reminder prompt
- a scaffold prompt
- an example prompt

6. <u>Adjusting teaching to take account of results</u>
Pupil feedback and marking will be used to inform future planning. Annotations on plans will be used to record assessments made in accordance with Milestones information and guidance.

7. <u>Response to marking</u>

All pupils to be taught to respond to marking and initial.