

St Thomas More Catholic Primary School

Marking & Feedback Policy

Introduction:

At St Thomas More Catholic Primary School, our marking and feedback policy reflects our strong belief that all children have entitlement to a broad and varied education and experiences, which allows them to achieve their full potential within the context of stimulating and exciting learning experiences that is rich in faith. Through our marking and feedback, our aim is to celebrate achievements and progress, build resilience and confidence and promote in children a love of learning which will last a lifetime.

The marking policy of St Thomas More Catholic Primary School seeks to help teachers and learning support assistants in their planning and delivery of activities, which show progression for children in order to succeed and achieve. The teacher's and learning support assistant's feedback marking and comments on children's work will seek to acknowledge that our children are individuals who are valued and to show that we care about their education. Where anyone is trying to learn, feedback about their efforts has three elements – *the desired goal*, the evidence of their *present position* and some understanding of *a way to close the gap* between the two. We believe that learners need to know where they are, where they need to go and how best to get there.

Aims & Purpose:

Our aims to develop the children in our care and help them to become independent learners include:

- Providing effective, in the moment feedback to children which may be verbal or written by the class teacher or learning support assistant
- Allowing them to take ownership of their learning and be involved in the marking process, be reflective upon their own learning and presentation of work
- Become more confident in assessing their own work and support peers with their assessment
- Raise their self-esteem by evaluating their work and looking at their errors in a positive manner in order to learn from mistakes and understand that mistakes are part of the learning journey
- Set objectives in order for children to feel a sense of achievement through adaptive teaching where necessary, show progression and deepen their understanding to help them know more, remember more
- Celebrate the achievement of objectives met
- Support assessment for learning and communication between class teacher and learning support assistant

“To be effective, feedback should cause thinking to take place.”

Shirley Clarke

Policy into Practice:

In marking children's work, teachers and learning support assistants will consider:

- How well the child has understood the task
- What the child knows and does not know
- What the child needs to do next to improve

- How the child will be informed of this
- How they can encourage a child to evaluate their learning

The teachers and learning support assistants have agreed to follow general criteria for effective marking in all subject areas:

- It will celebrate achievements, boosts children's confidence, resilience and self-esteem
- It will provide instant feedback and celebration for children through 'live' marking
- It will be carried out by teachers and learning support assistants in a timely manner and be ready to inform new learning
- It will be linked to appropriate learning objectives which children will be aware of whether from previous learning, current learning or additional specific areas of learning children are also developing to ensure progress is evident
- Staff comments will be legible and accurately written and will be used to support teacher assessment and progress information for children, parents/carers where appropriate
- Planning will allow sufficient time for staff and children to evaluate, self-assess or peer assess when appropriate
- Red pen (or green pen for learning support assistants) marking in the form of ticks, for example, in writing; ticks for capital letters, full stops, conjunctions, word endings, ambitious vocabulary, year group spellings etc will be used to evidence aspects which have met the criteria for achieving their objectives past and present
- Red pen (or green pen for learning support assistants) marking in the form of ticks, for example, in maths; for calculations whether partly correct or fully correct, ticks for reasoning answers, correct formation of digits etc will be used to evidence aspects which have met the criteria for achieving their objectives past and present
- Pink highlighter to identify areas of success, for example, in the margin, an adult may write 'simile', 'ambitious vocabulary', 'fronted adverbial', 'adverb' etc to show elements evidenced within a sentence/paragraph
- Green highlighter to identify areas to develop, for example, in maths; highlight a digit error as opposed to whole calculation, highlight incorrect orientation use of a red/green pen to demonstrate correct orientation will be used
- A dot will be used to indicate a part to look at again or try again instead of a cross
- Black pen will be used by student teachers and in line with this policy but class teachers will be accountable for any marking of children's work within their classroom
- Stickers and stamps may be used when children are building up skills but work will still be ticked in key learning areas to support assessment for learning
- Whole pieces of writing for different genres will always be fully marked with ticks for key learning areas applied and areas highlighted green to support children in knowing next steps – positive aspects will always be highlighted more than areas to develop to support children's confidence and self-esteem (comments in the margin to support assessment for learning and to celebrate positive aspects)
- Prepared checklists may be used for example, a list of criteria as a reminder for children
- Prepared stickers may be used to support peer and self-assessment, for example, KS2 may write a sentence about skills they are confident in/less confident in and KS1 may have 3 faces to choose from:

Peer/Self-Assessment:



Examples:

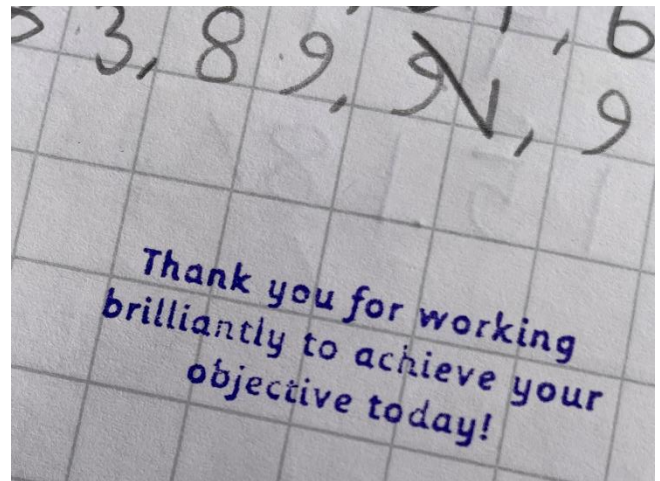
Today I performed:
The door by Miroslav Holub.

Did I...?	Self	Teacher
Use a clear voice?	✓	✓
Use movements or gestures?	✓	✓
Consider the speed of my delivery?	✓	✓
Change the volume, tone and intonation of my voice to suit the meaning of the words?	✓	✓
Follow a rhythm?	✓	✓
Learn the words by heart?	✓	✓
Make eye-contact with my audience?	✓	✓

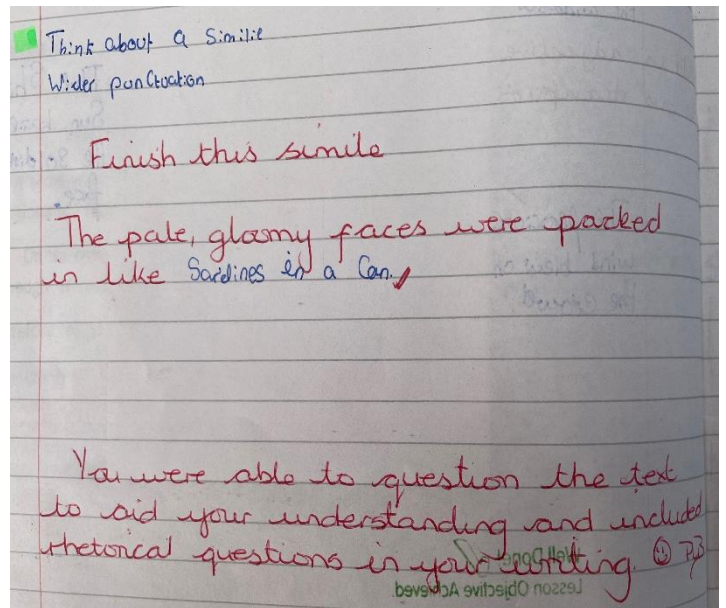
What went well...
The echo

Even better if...
We added sound effects.

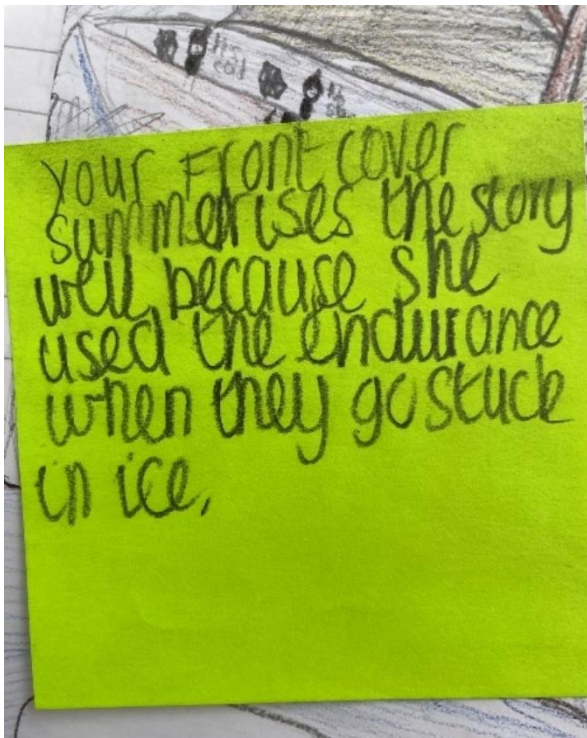
This example allows children and class teacher to self-assess.



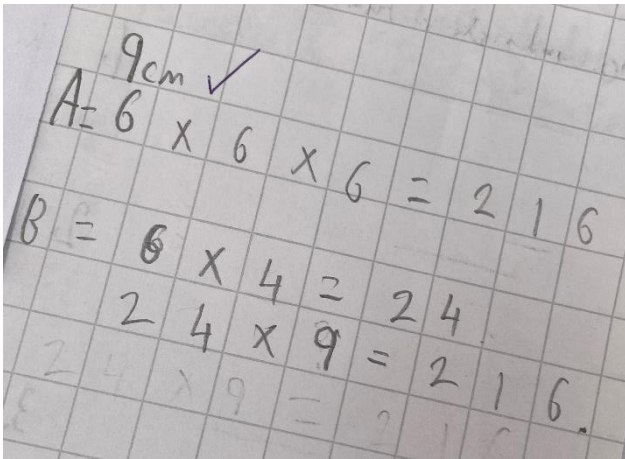
This example shows that a piece of work has been acknowledged using a stamp. The work was marked with ticks.



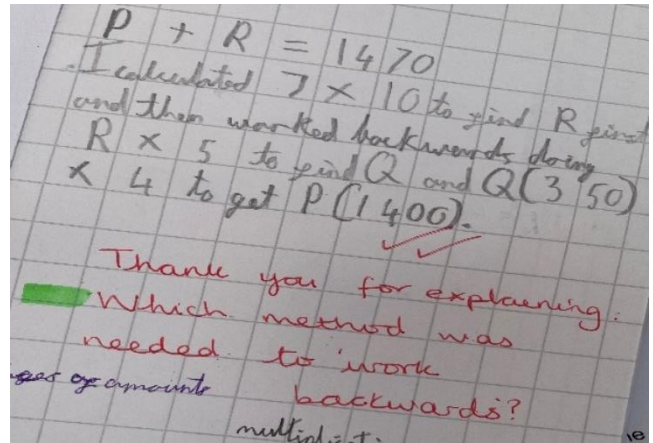
A child's green comment self-assessment is built upon by the adult using a scaffolding sentence to complete.



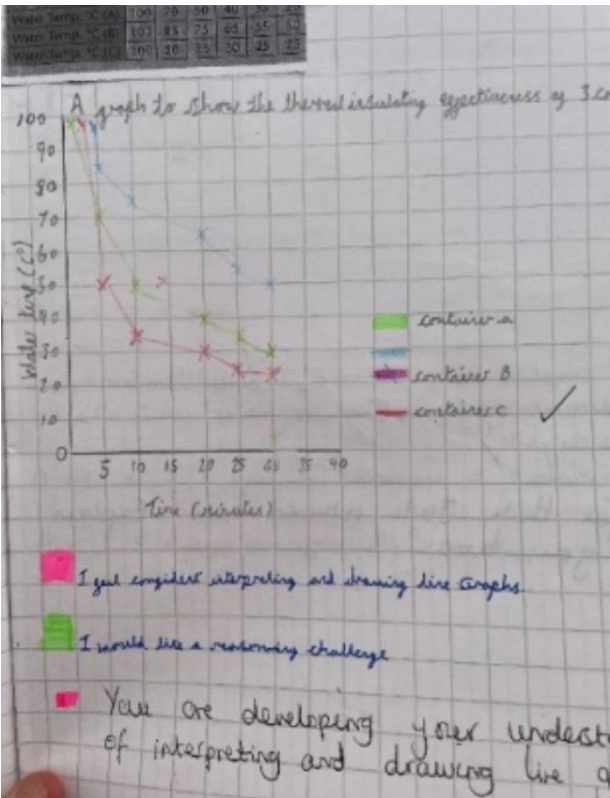
This example shows peer assessment using a post-it note linked to the learning objective.



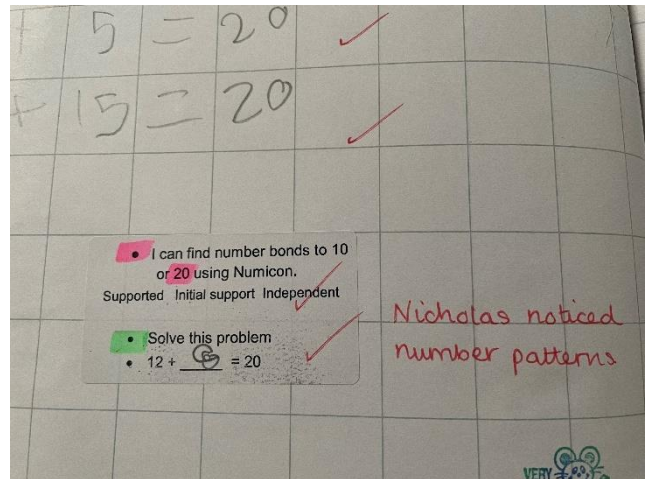
A dot is used by the adult to denote an area to check, look at again instead of using a cross. This can be done during live marking.



This shows that children have the opportunity to reason. The green comments uses a follow up question for AfL which is answered by the child.



This example shows how a child has used a pink and green comment for self assessment followed by a trainee teacher comment in black pen.



Adult used live marking (ticks), a sticker to support assessment, a green comment for a next step and a personalised comment about a child noticing patterns.

Cinderella

L/O: I can write a simple sentence. I can use a full stop. November 2nd 2022

This is a pumpkin.

This is a mouse ✓

This is a toad ✓

This is a wand ✓

This is a shoe ✓

This is a prince ✓

Independent Work

I am beginning to write a simple sentence. ✓
 I can write a simple sentence. ✓
 I am beginning to use a full stop at the end of a sentence. ✓
 I can use a full stop at the end of a sentence. ✓

Lovely sentences but remember full stops.

Adult used live marking (ticks). The activity sheet had prepared objectives included using the term 'can' or 'beginning to' to support assessment.

10

9 11

10

6 4

10

6 2

10

7 3

10

7 3

3 7

1 + 9 ✓
 9 + 1 ✓

6 + 4 ✓
 4 + 6 ✓

2 + 8 ✓
 8 + 2 ✓

7 + 3 ✓
 3 + 7 ✓

5 + 5

I can use a bar model to record number bonds to 10. ✓

Supported some support independent

Good work today ★

Draw this number bond to 10 on a tens frame

Adult used live marking (ticks), a sticker and prepared green comment sticker to support assessment.

I know which pairs of numbers make 20.

Find 2 numbers which make 20

Name: Nicholas 25.1.23

10 + 10 ✓

19 + 1 ✓

18 + 2 ✓

3 + 17 ✓

8 + 12 ✓

4 + 16 ✓

11 + 9 ✓

0 + 20 ✓

Well done Nicholas. ★

Adult used live marking (ticks), a star sticker with generic 'Well done' comment.

5 + 3 ✓

3 + 5 ✓

6 + 2 ✓

2 + 6 ✓

1 + 7 ✓

Good Work Keep it up

I can find number bonds using a tens frame. ✓

I can record number bonds showing the pattern. ✓

Supported some support independent. ✓

Adult used live marking (ticks), a sticker to support assessment and a motivation stamp.

L/O: I am beginning to apply simple spelling rules.

Independent/ Some support/ Supported 2

Gingerbread Man

woman ✓

oven ✓

cow ✓

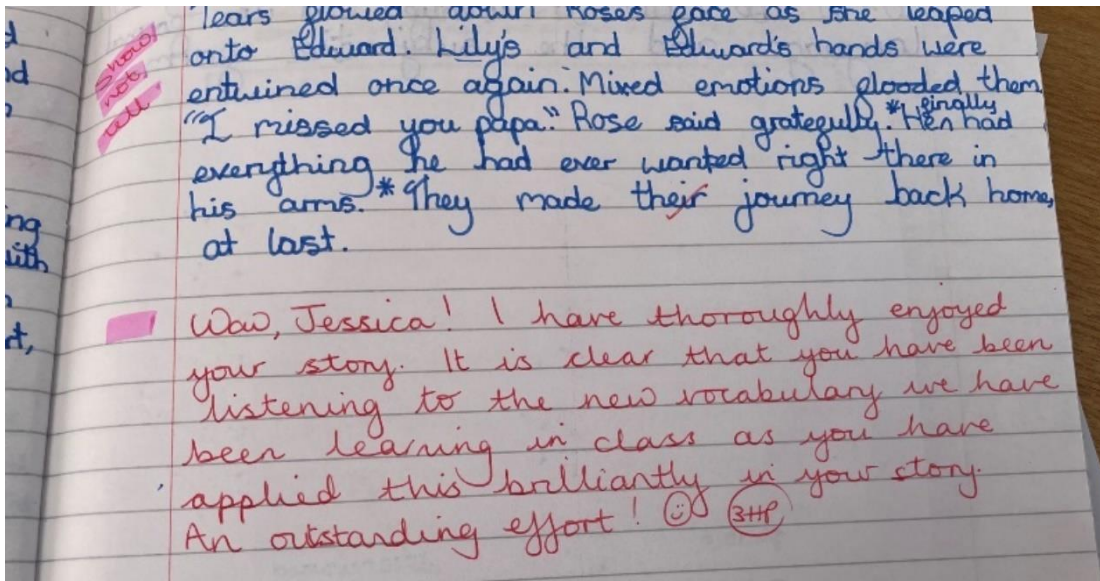
horse ✓

fox ✓

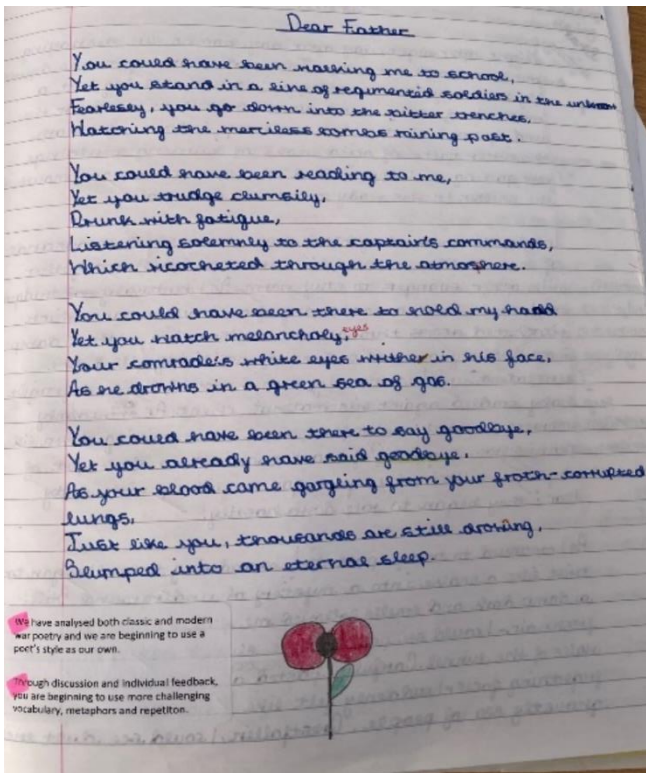
river ✓

door ✓

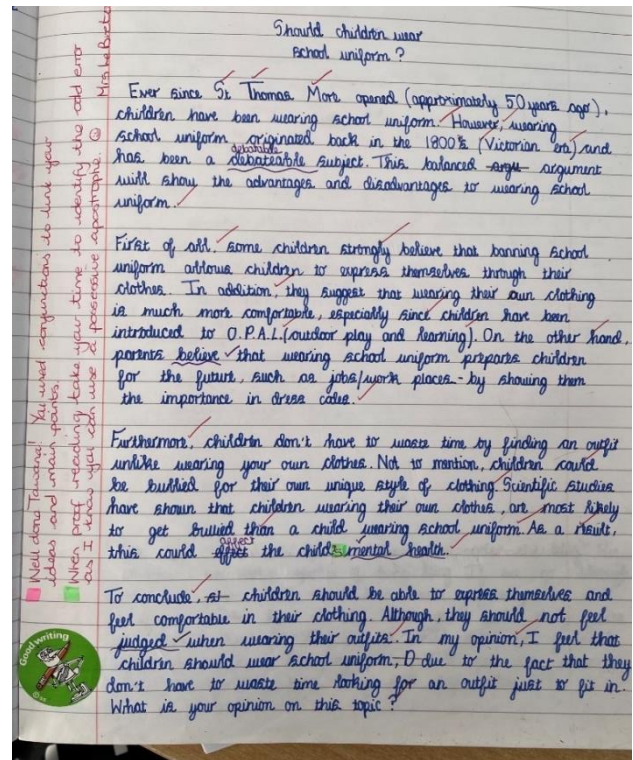
Adult used live marking (ticks) and corrected spelling attempts.



This final piece of writing has a celebratory comment. The pink highlight in the margin informs the adults for assessment and children of skills they have successfully used.



This example shows how prepared stickers are used with a pink (or green) highlighter.



A final piece of writing using ticks to show key skills used such as capital letters for proper nouns, adverbs, fronted adverbials etc.

Monitoring:

Monitoring of the implementation of this policy will take place during the monitoring of subjects by subject coordinators and senior management. Work scrutiny of books and pupil voice will take place regularly to celebrate areas of successful learning and areas for development.

Review Date: September 2023

Next Review Date: September 2025