St Michael & St John's RC Primary School

MARKING & FEEDBACK POLICY

Mission Statement

Following the example of Jesus, together we learn, love and respect one another to be the best we can be.

This policy complements the Teaching and Learning Policy at St Michael & St John's RC Primary School. It is a vital component in maximising the full learning potential of all our pupils.

The aim of Feedback and Marking is to lead to improvement in pupils' understanding and work.

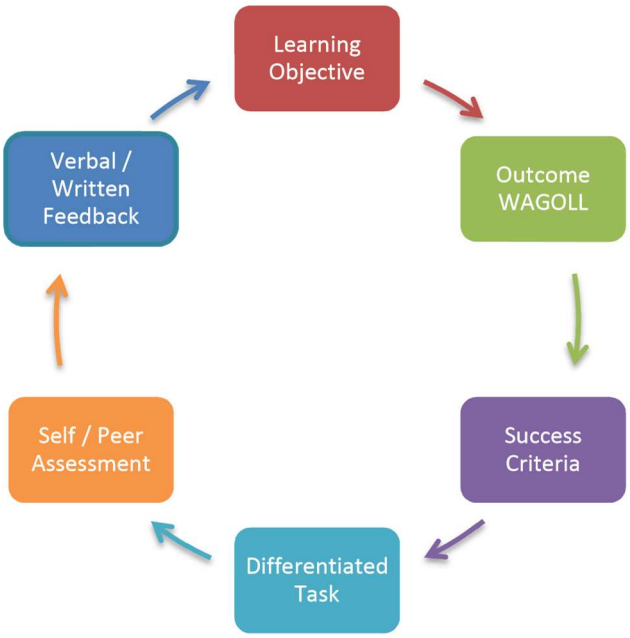
Principles

- Feedback will be meaningful, manageable and motivating
- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults
- All adults working with pupils should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil)
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations
- It should also take into account pupils' targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc)
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B) • Feedback and marking given will inform planning for learning



Marking Strategies

Approaches:

- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways. A record of this could take any of the following forms; ○ Verbal Feedback (VF) or Teacher Assistance (TA) with a brief comment about what was discussed
    - Learning objective achieved (this will be represented by a pink tick through the learning objective)
    - Annotated notes on plans ○ Observations in Learning Journals ○ Summary notes on pupils' work ○ Summary notes written by pupils

- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may be that the pupil has achieved the learning objective and will receive a pink tick through it to demonstrate this. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.
  When distance marking, the following should be taken into consideration:

- pupils should be able to read and understand the comments or have the comments explained to them ○ comments should be spelt correctly
- the school handwriting policy should be followed when writing comments

- **Self–assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning.

- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B). When peer marking children will use a purple pen.

Prompts:

Closing The Gap Prompts (see Appendix C):

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Eg. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a ..... monster with teeth like..... **Example prompt**: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of 25+25+25= you could calculate 25 x ? =

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication: 6x10= or 10x6=

Expectations:

Feedback and marking will be motivating, manageable and meaningful, as appropriate to the task, subject and learning involved.

Work will be marked by the next lesson in that particular subject, where possible.

Pupils will be given time for example prior to the start of the day (8.45 for juniors), the beginning of lessons / during registration to respond to any improvement comments in their work.

When pupils are given an improvement comment, they should respond as soon as possible and appropriately.

If you expect it from the individual child, let the child correct it.

Continual errors must be addressed.

'Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.

In English

- Short writing opportunities should occur regularly and be marked in accordance with this policy. Any marking during the creating interest, reading or gathering content phase will focus on the learning objective, may have next steps, but these will probably be grammar, punctuation and spelling related.

- Scaffolded end of unit pieces should be marked, by the teacher, after each section is written and a scaffolded marking ladder should be used. This marking will focus on improvements and next steps.

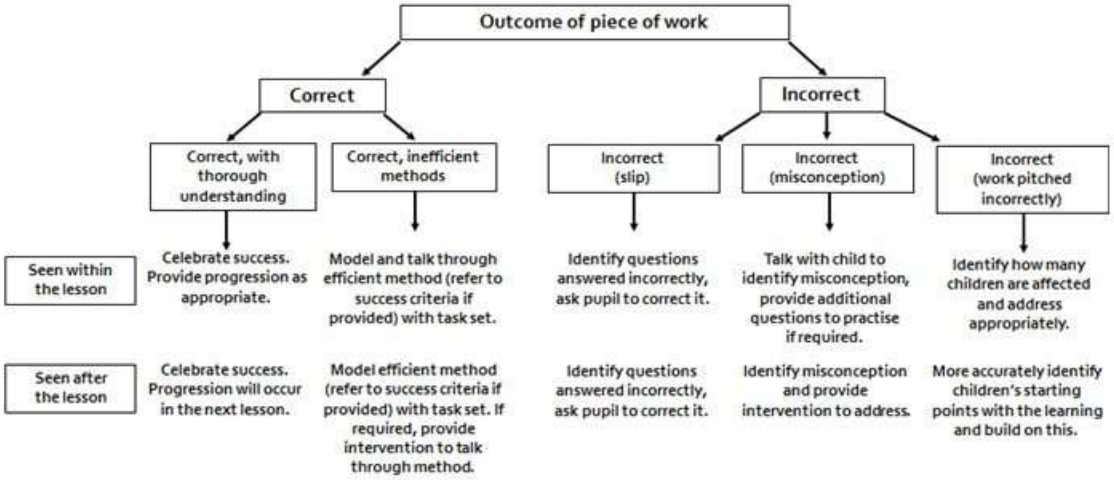
- Independent writing pieces should be marked using a marking ladder, which doesn't provide too much detail. Children will get the opportunity, where appropriate to self and peer assess independent pieces, but the teacher is responsible for the marking at the end. Some pieces will be cross-curricular and will be marked in accordance with this policy.

- Children's plans should be marked prior to them starting to write their extended piece.

- Grammar, punctuation and spelling should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. Pupils will be asked to correct no more than three misspelt words, writing the correct spelling three times. These core skills need to be marked in all written work.

- Feedback to each child about their reading skills is more likely to take the form of oral feedback.

• In Mathematics correct answers will be ticked and misconceptions dealt with by the teacher or teaching assistant with the pupil as soon as possible (if possible, during the lesson). Teachers will identify whether the errors are caused by slips/lack of concentration or an underlying misconception (see Appendix D for examples). Errors that are the result of slips may be corrected by the child. Errors that are the result of a misconception will be addressed immediately in the lesson or (where this is not possible) through timely intervention that fits into the unit of work. The table below summarises the possible outcomes of children's work in mathematics and the likely responses from the teacher.



In other areas of learning ○ Feedback and marking needs to acknowledge progress towards the learning objective which must be clear and skill based. This can take the form of the various approaches detailed above. ○ When writing has taken place, grammar, punctuation and spelling

must be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.

Review:

This policy was written on 1st September 2017 and has been reviewed regularly. Most recent review – September 2023.

SEE ALSO:

Assessment Policy

EYFS Policy

Teaching & Learning Policy

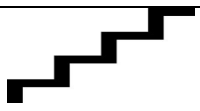
Inclusion Policy

Presentation Policy

Appendix A – marking codes

SSMJ Marking Codes

Marking codes are used in line with the school marking policy and as appropriate for the age/needs of the children

 and sp	A spelling mistake (where possible, children will correct their own spelling mistakes)
O	An error in punctuation. Is something missing or in the wrong place?
^	Something is missing.
//	This shows a new paragraph is needed.
P	Work that has been completed with the support of practical equipment.
VF or TA	Verbal feedback or Teacher help has been given with a brief comment
I	Work has been completed independently.
	Next steps
	A pink tick through the learning objective means that the child has fully achieved it.

Stampers and Stickers	As appropriate

Marking Codes (cont'd)

VF /TA – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

Teacher marks successes with

Where the learning objective has been fully achieved a pink will be used through the learning objective at the top of the page.

Pink highlighting or written comments will celebrate children's successes and targets achieved.

Green highlighting or written comments will identify areas for improvement and next steps.

Children may mark their own work or other children's work. In this case, children should use a purple pen. When this takes place, teachers need to be aware of the achievement of each child to inform next steps.

Appendix B :

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked ……

I learned…

I think I will…

I never knew…

I discovered…

I was surprised…

I still wonder…

I have learnt….

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of …… is …….

I like the way you.....

..... is effective because.....

You could make your work better by ……

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen…
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process

Peer Marking Agreement (this is an example of what can be used with children or something similar)

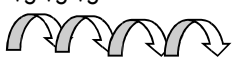
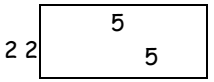
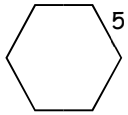
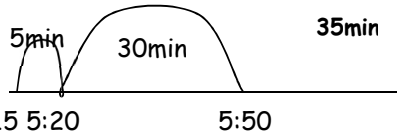
Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. *When we become marking partners we all agree to:*

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

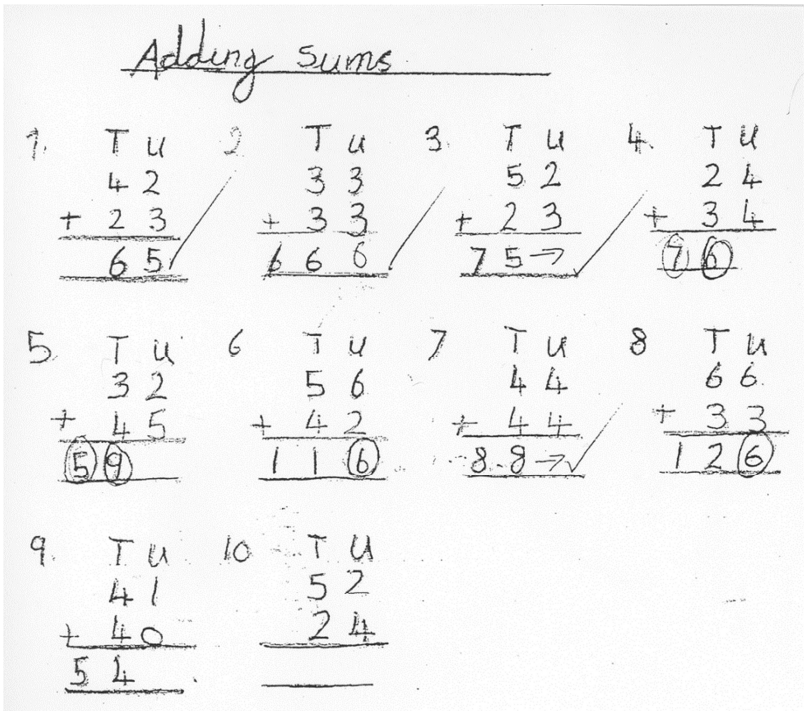
(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)

Appendix C: Closing the Gap Marking Prompts - Examples

Reminder Prompts	Scaffolded Prompts	Example Prompts
LO: To describe a character You have begun to build a picture of your monster, but tell me more about what type of monster he is.	What kind of monster was he? Change 'bad' for a word which makes him sound scarier.	Instead of the word 'bad' you could use: • Terrifying • Ferocious • Spine-chilling
LO: To choose the operations needed to solve a problem You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.	3 bags of sweets at 25p each. Instead of 25+25+25= You could do 25x ? =	6 bricks at 10cm high. Instead of the repeated addition you could try multiplication 6x10=
LO: to describe a setting You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?	You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?	How did the sun shine? Could you use any of the following: • The sun shone brightly • The bright sun cast its glistening rays over the earth • The sun's rays sparkled through the trees
LO: to use appropriate symbols in simple formulae The = sign has been used correctly in these number sentences. Remember that < means 'less than' and > means 'greater than'	Is (10+5)-6 greater or less than (10- 5)+ 3?	(10+5) – 2 > (is greater than) (10 – 5) + 6 but (10 +5) – 2 < (is less than) (10-5) + 9 Have another go at the ones I have highlighted.

Reminder Prompts	Scaffolded Prompts	Example Prompts	Open Ended
LO: to explain the pattern for a sequence of numbers and work out the next few numbers in the list **Work out the pattern first:** +3 +3 +3  **3, 6, 9, 12, 15 ____**	Can you explain this pattern? 25, 22, 19, 16 What would be the next two numbers in the pattern?	4, 8, 12, 16, Circle the next number in this pattern: 18, 24, 14, 20 Explain how you know that 20 would be the next number in this sequence.	Can you create your own sequence and explain the pattern? Create your own sequence with 5 in the middle. How many different ways can you do it? ☐ ☐ 5 ☐ ☐
LO: to solve problems involving calculating a perimeter **To find the perimeter.....** **Remember: perimeter is a measure of the length or distance around a shape.**	Find the length of each side  Add all the sides together. 2 + 5 + 2 + 5 = 14	 What would the perimeter of this regular shape be... Why? 20, 30, 40,	If the perimeter of my rectangle is 24 cm, how many ways can you draw it?
LO: to work out how long it takes to do something if I know the start and end times **Remember there are 60 minutes in an hour not 100.** **Try question 3 again.**	This time line calculates how long it is between 5:15 and 5:50.  Can you work out how long between 6:10 and 6:55?	Use a time line to work out how long is it between 10:40 and 11:15? Is it: 1 hour 35 mins, 75 mins, 35 mins	If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end?

Appendix D: Slip vs Misconception (Maths)



Misconception

The child has been adding the digits on the same horizontal line to obtain the answer
e.g. Question 4 the child has calculated 2 + 4 (top line) and then 3 + 4 (bottom line) to get the answer of 76
There is a clear misconception regarding place value of two digit numbers and the algorithm for column addition which needs to be addressed immediately through reverting back to a concrete or pictorial model alongside the written calculation.

Slip

The child has made an error in calculation by not adding in the 'carried' one in the hundreds column and has omitted the decimal point in the answer. As this error has not occurred in any of the other calculations, the child can simply be asked to make a correction.

25·9·17 To solve written addition problems

1. 341·63 + 232·34 = 573·97 ✓

2. 265·43 + 109·28 = 374·71 ✓

3. 742·38 + 461·24 = 1203·62 ✓

4. 561·08 + 77·64 = 538·72

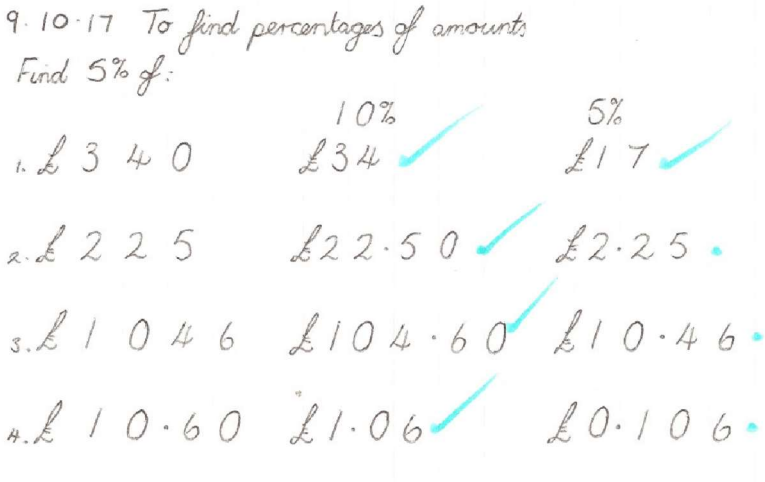
5. 248·63 + 354·27 + 412·26 = 1015·16 ✓

6. 630·71 + 66·54 + 118·27 = 815·52 ✓

9·10·17 To find percentages of amounts

Find 5% of:

		10%	5%
1.	£340	£34 ✓	£17 ✓
2.	£225	£22·50 ✓	£11·25
3.	£1046	£523	£26·150
4.	£10·60	£1·06 ✓	£0·53 ✓



Slip

The child has made two separate slips here, but as they are not repeated it is not a misconception.

In question 2, the child has omitted the decimal point in the answer for 5%.

In question 3, the child has halved the original amount and halved it again, when they should have divided the original amount by 10 and then halved this answer.

The child may be provided with another to check that these slips were isolated.

Misconception

The child has completed the first question correctly (though this may have been scaffolded) but for all the subsequent questions has divided by 10 (the correct first step) and then divided by 10 again.

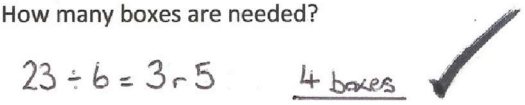
This has resulted in an impossible answer in question 4 which hasn't been recognised by the child.

This misconception is likely to have occurred through an over-emphasis on the process without the understanding of the link between 10% and 5% of an amount.

Intervention is likely to be required following a discussion with the child.

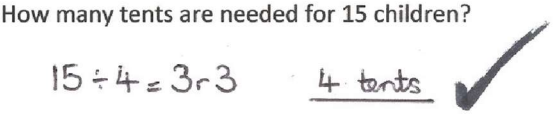
Rounding After Division

23 eggs packed in boxes of 6.
How many boxes are needed?

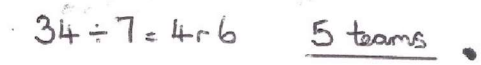


26 apples packed in bags of 5.
How many bags are needed?

One tent can hold 4 children.
How many tents are needed for 15 children?



There are 7 children in each team.
How many teams can be made from 34 children?



Misconception

The child understands that there needs to be adjustment of the answer with a remainder to account for the context of the problem.

It would appear, however, that they are incorrectly applying the rounding rule so if the remainder is more than half of the divisor, they are rounding the answer up; if it is less than half, they are rounding the answer down. To confirm the misconception, the child should be asked to explain their thinking.

Intervention is likely to be required following a discussion with the child. Reverting back to a concrete or pictorial method to represent the problem will help to address this issue.