



St Francis Xavier

Catholic Primary School

Marking and Feedback Policy

"Achieving excellence together with God's love"

The Mission of our school...

St Francis Xavier Catholic Primary School is a place that is committed to create challenging, stimulating and effective learning.

We know that God's love surrounds us and we are all valued, gifted and unique

Rationale & Research

'There is no point spending an unnecessary amount of time recording written comments that may not be understood, read or acted upon by the pupil.'

'There is absolutely no argument whatsoever for teachers to be writing formative feedback on sheets of paper that the children will never see again.'

'Extensive research has shown that learners are more likely to act on oral feedback than on written feedback.'

Dylan William [Professor of Educational Assessment at Institute of Education, University of London]

Assessment, marking and feedback are methods by which we can ensure that children receive feedback about their work and how they can improve and learn further. This policy aims to provide a coherent and consistent approach to the school. It is important that children feel their efforts are acknowledged and given attention, as well as being a strong assessment tool for the teacher, and a means of enabling pupils to know their next step in their learning and then act upon it. Please view this policy as a menu of effective feedback that should be applied to pupils' work to have maximum effect on learning and progress.

Aims

At Saint Francis Xavier, responding to children's work is intended to act as a constructive method of feedback to the individual child so that achievements are recognised and needs identified.

Feedback should:

- Be constructive
- Be clear and precise
- Be fair
- Motivate and show success
- Address its audience
- Be as immediate as possible
- Focus upon the learning intentions and/or children's individual targets
- Enable children to respond and improve their work
- Make learning visible

THE AUDIENCE FOR THE FEEDBACK IS THE CHILD. The recipient of the feedback needs to work harder than the giver.

Success criteria for effective feedback:

- ✓ Inform the child of his/her progress
- ✓ Motivate the child and increase self-esteem and confidence

- ✓ Reinforce learning and correct mistakes
- ✓ Show children they have completed work correctly matched against the purpose for learning.
- ✓ Give the child a chance to edit their work to bring about improvement

How marking will be effective to parents:

- ✓ Inform them of the child's progress
- ✓ Inform them of the child's strengths and areas of development

Judgements made will be summarised and fed through to parents during parents' evening, via reports and sometimes informally. Parents may occasionally expect all mistakes to be corrected and will perhaps need the principles of marking objectives explained to them.

Method for marking writing

In EYFS there is no expectation that marking is written. Any written comments on work/ annotations should be to give additional information for the purpose of teacher assessment, report writing and record keeping. High quality verbal feedback should be used to ensure that the children move forwards in their learning. Expectations should be high at all times and an ethos of challenge should continue to be cultivated according to their ability. The EYFS marking grid will be completed on a weekly basis which will inform the teacher areas of improvement in the children's work. Enhancements will then be made in the provision to support the children's learning e.g. addressing common mistakes in letter formation using engaging activities such as paint brushes in glitter, rainbow writing, using the large chalks etc.

Green highlights are used to demonstrate which standards have been met in the piece of work – This is for teachers only. Pink highlights are used to demonstrate extended pieces of work

In Year 1 and Year 2 marking will be immediate and verbal, taking place during 'live marking' lessons. This marking will be done using the green and pink highlights system. Green to identify where the learning objective has been met and pink to show an extension or DTM. **There is no expectation to annotate that live feedback has been given or what it consisted of.** Any comments will be recorded using a purple pen. In KS1, where a response to the comment is required, this feedback may be scribed by an adult with the children giving verbal explanations. Green pen will be used by children to make edits/ corrections. According to teacher judgement, children are expected to use a green pen by the end of Year 1.

In years 3,4,5,6 marking will again be immediate and verbal and 'live marking' will take place during lessons. Response to marking should be completed in green pen but there is **no expectation that staff should respond to the children's responses. There is no expectation that every single mistake in children's books will be corrected/edited. Senior leadership should see samples of work being edited where appropriate.**

In KS1 and KS2, any careless mistakes should be recorded at the bottom of the work by the teacher and practised by the child [eg handwriting error / letter or number reversals / common words spelt incorrectly etc]. These common errors could also be sent home as personalised learning homework. EYFS will adapt provision in light mistakes commonly found.

There is NO expectation that staff will write lengthy comments / next steps etc for each piece of writing. If a discussion has taken place between teacher and child VF will be made in purple and a comment if necessary.

There is NO expectation that staff will acknowledge every correction to spellings or grammar mistakes.

Longer pieces of writing in Y2 and Y6 that are to be used for moderation purposes will not be 'live marked' to insure true independence. Distance marking of these pieces of work will only be done once children have had chance to edit for improvement (content) and precision (SPAG). When doing a longer piece of writing [to be checked against interim assessment frameworks for writing] the teacher should give a success criteria checklist for the children to check their work against. This should reflect the success criteria that has been built up for a particular genre /text type over time. Marking will be against the success criteria given and will be in green and pink highlighter and to show evidence for moderation (green highlighter and purple pen).

Independent Writes, for Year 3, 4, 5 will be marked after the children have had chance to edit their writing. Once the children have had opportunity to edit their writing the teacher will use green highlighter to show where the children have achieved against the success criteria. The children should then be given a positive green comments for what they achieved and a pink comment to up level their work. In Year 1, children will not be expected to edit their work before marking and the pink comment will act as an assessment for the teacher.

Whenever possible, marking should be done with the child present. Comments should focus upon key issues linked to lesson objectives and success criteria rather than attempting to correct all mistakes. Teachers must take this into consideration when planning lessons, for example allowing time to do 'live' marking, using T.A's to work with groups of children and mark their work, extending the plenary to allow time for peer / adult marking etc.

Teaching Assistants who work with groups are able to give verbal feedback to the children, and can mark work, also feeding back to the teacher about the group. Supply and support teachers should mark work done in their lessons.

At Saint Francis, we will share the learning intention / objective for each lesson. This will be done orally and will be stuck into books using the template given for consistency and will be referred to throughout the lesson.

Live Marking and Feedback is at the heart of effective feedback. Whilst children are doing their work, indicate what they have done well using the green highlight and then indicate extensions or DTMs in pink. During "Live Marking", teachers and support staff should ask a questions, encourage children to rewrite, improve or correct their work, these corrections shall be made in green pen.

Gallery Critique is a form of peer assessment. Children will have their work reviewed by others being kind, being specific and being helpful. This will be modelled and led by the teacher. Work could be discussed in a small group, on a visualiser etc. Children are then encouraged to give feedback, and act on the same advice in their own work. They are also more likely to see work improving in front of them and also see excellent quality work of others.

Teachers will share feedback either as a plenary or at the beginning of the next lesson to the children using a whole class marking grid. Teachers will share what positives were noticed as a class and what were areas to be developed, next steps and how they are building upon previous learning. In the Early Years, marking grids will be completed at the end of each week and provision in the unit will be

adapted accordingly. The marking grids will be used to help teachers with the assessment of the children.

Method for marking Maths work

Criteria for marking Maths books will be displayed in the front of books.

A contrasting colour will be used to mark work (purple)

A purple pen will be used to tick correct answers

A cross will be written in purple to indicate incorrect answers.

During the lesson, pink highlighting will be used to move children forward. The marker will write 'VF' to show they have spoken to the pupil within the lesson. The pupil will act on 'VF'

Where an answer has been incorrectly calculated or written, the marker will draw a purple circle around the incorrect aspect, indicating to the pupil which part of the answer needs reworking.

Green highlighting at the end of a piece of work shows the purpose for learning has been met.

The marker may choose to add a challenge at the end of a piece of work, this is at their discretion.

The challenge will be signalled by the use of pink highlighter.

Pupils must respond to such a challenge which will then be marked.

Teachers please note: It is important to consider, when marking, that if pupils are having all their answers ticked with no errors, whether the work is suitable challenging form the onset. This will need addressing in subsequent planning.

Equally important at St Francis Xavier: a page of calculations with no purpose will not be accepted. The purpose for learning should be made explicit therefore evidence of deeper learning and application of taught methods should be made clear and marked in accordance with this policy.

SEND

Children with special needs may have a particularly fragile level of self-esteem and every attempt to encourage and motivate should be taken. It may be appropriate to amend the criteria to take account of this.

Where a teaching assistant or support teacher is working with children they should apply the same marking system as the class teacher. All staff should have access to methods of rewarding and encouraging children and feed through successes. Supported work should be indicated and signed by teaching assistants and other members of staff.

Equal opportunities

Feedback and Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to the success criteria, so that they are not 'in the dark' as to how they will be able to achieve success. Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender.

Policy review

This policy was written in April 2020. The policy will be reviewed when necessary. The rewriting of the policy was as a result of previous marking policies having less than desired impact on the progress of children as well as the aim of making marking more manageable. Reference was made to 'Eliminating unnecessary workload around marking' [Report of the independent Teacher Workload review group]. All staff were involved in the writing of the policy, and the children were involved in considering the symbols they would find useful and those which had little impact of them.

The next review will look at:

- Its successful application throughout the school by teachers and other staff.
- Is it moving children on with their learning more effectively
- Teacher workload regarding marking and feedback – it has been made manageable and there is a work-life balance.

Complaints procedure

In the event of a complaint the class teacher is the initial contact for the parent/carer involved. If there is no resolution or if further advice is sought a meeting with the Executive Headteacher can take place. If a satisfactory conclusion cannot be reached the complaint can be made in writing to the Chair of Governors:

The Chair of Governors

Saint Francis Xavier Catholic Primary School,

Roberts Road,

Balby,

Doncaster,

DN4 0JN

Key Roles

Executive Headteacher: Mrs Bernadette Nesbit

Head of School: Joseph O'Connor

Assistant Headteacher: Mrs Stacey Hudd

The table will be stuck in the front cover of maths books

Marking for Maths	Function
✓	A correct answer
x	An incorrect answer
O	A mistake is inside the ring.
VF	Verbal feedback