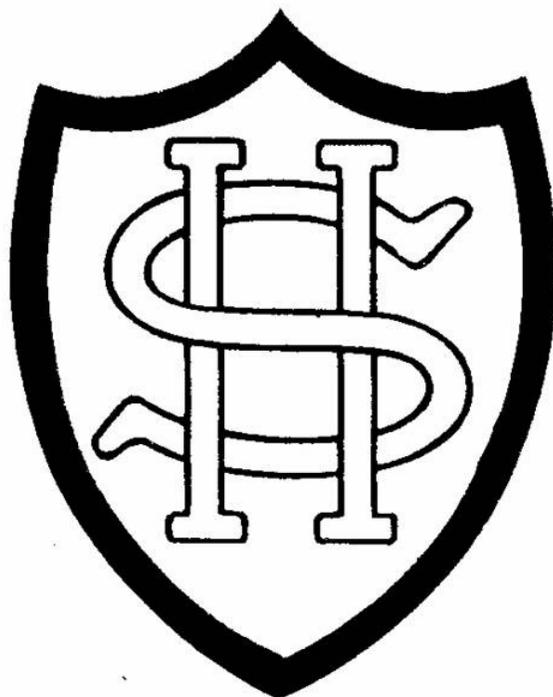


Sacred Heart School, Hastings



Feedback and Marking Policy

MARKING and FEEDBACK POLICY

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

The policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils' individual learning needs and previous assessments

PURPOSES: Reasons for marking

- To recognise, encourage and reward children's effort and achievement, and **celebrate success**.
- To indicate how a piece of work could be **improved against assessment criteria**, the *success steps*.
- To provide a **dialogue** between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To identify pupils who need additional **support/more challenging** work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To involve parents more directly in reviewing their child's progress and to help in reporting.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Principles

If children are to develop as independent learners, with an awareness of their own strengths, as well as areas for development (learning targets) it is essential that:

- They are made aware of the clear learning intentions of tasks/lessons and of the criteria against which their work will be marked/assessed. **'This is what you are going to do and this is how I will be marking it'**
- The learning needs of individual children are understood and work is matched and marked appropriately.
- Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- Where appropriate marking/feedback is linked directly to learning targets

Wherever possible, marking takes place with the children; e.g. when working with a focus group. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

A whole-school approach

In order to achieve a whole-school approach, a feedback framework has been agreed that is:

- Consistent across year groups
- Developmental across the age-range
- Consistently applied by all those working with children in school, including supply teachers and support staff.

The nature of feedback

- Comments should be based on the learning intention of the task.
- Comments may form the basis of a discussion between teacher and child e.g. reviewing targets set.
- Comments may be given on a group or individual basis.

Note: Research has shown that immediate feedback is the most effective and is therefore more likely to be **ORAL** than **WRITTEN**.

Oral Feedback

.....is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. Written reflections can pull down the quality of articulation of the learning. **The quality of thinking can be higher if it is oral.**

.....is usually interactive and developmental. It may give reassurance or a quick check on progress. The effect of teacher comments will be seen in a child's response in moving on to the next learning step.

.....may be in the form of a learning/reading conference or review.

Written Feedback should be...

... legible and clear in meaning.

... developmental, i.e. children will find out how they are getting on and what the next learning step will be.

Note: Where written feedback is used, children are expected to read comments made on their work and it is essential that time should be made available for this using the D.I.T. approach

D.I.T. stands for Dedicated Improvement Time. After written or verbal feedback has been given, a period of time is given to read the improvement comments. Using a **purple pen** pupils return to their work and make these improvements. The use of a different coloured pen shows the teacher and pupil where the improvements have been made.

D.I.T. provides an opportunity for differentiated individual progress and pupils to make an immediate improvement to their work, in order for the impact to be evident. The focus for the feedback can vary, depending on the learning. It may be re-writing part or all of the work, looking up spellings, adding specific vocabulary, answering challenge questions or repeating written calculations following a teacher model (a maths example).

Marking at a distance

Do you mark for improvement i.e. your comments indicate to the child how they could improve the work?

Can children read your comments?

Can they understand your comments?

Do you allow time for them to read your marking?

Do you allow time for some improvement on the work to be made before moving on to the next activity or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

MARKING METHODS/CLASSROOM PRACTICE

Teachers at Sacred Heart School know that immediate feedback is the most effective and is therefore most likely to be oral. CURRENT EDUCATIONAL RESEARCH SHOWS THIS TO BE SO.

General points:

- When written feedback is provided, time needs to be built into lessons/activity sessions for children to reflect on marking and to respond to it using D.I.T. This may be an interactive/questioning session.
- Writing sessions should include time for giving children feedback including reviewing their current writing target.
- Teachers should always mark that aspect of a pupil's work, which relates to the planned learning intention. (Spelling corrections should normally be limited to words the child should know).
- Tickled pink and green for growth: Teachers and pupils should use the '**green and yellow**' framework for feedback; identifying successes in the work ('**green = good**') with a **green** highlighter (or underline if appropriate) and give an improvement prompt at the end of the work ('**yellow = can improve**') in **yellow** highlighter and where possible a challenge to extend and provide evidence for targets. Areas for improvement may also be highlighted in green.
- Pupils' response to marking is clear as they use **purple** pens ('**purple pen of power**').
- Any 'coding' or short-hand marking (e.g. initialling work to acknowledge it) is consistent across the whole school either written or using stamps.
- Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible. A suggestion or reminder for improvement in the next piece of work should follow developmental comments.
- Use of a child's name in a written comment personalises it.
- Sharing work, using the visualiser, with the whole class or with a focus group is helpful and compliments individual conferencing/target reviews.
- Self-marking/evaluation against shared learning intentions/agreed criteria can help empower a child to realise his or her own learning needs and to have control over future targets.
- Opportunities for pupils to peer and self-assess against success steps should be on weekly basis to develop learner autonomy.

KEY FEATURES OF CELEBRATING ACHIEVEMENT

- Self-esteem is the most significant factor in being a successful learner.
- All achievements are linked, as each builds further confidence in future goals.
- Links between achievements should be made explicit to the children.
- Children should see learning as a continuum which, given time, anyone can master.
- Develop an ethos of being able to readily identify achievements and of a positive attitude towards learning from our mistakes.
- Ensure high teacher expectations of all pupils and nurture pupils' self-esteem and pupils' high expectations of themselves.

Marking routines we will adopt at Sacred Heart School

Marking in Reception and Key Stage 1:

In Reception most marking is given verbally and instantly to the pupils. Observations and assessments are made to inform teacher's planning and the foundation stage profile.

'Yellow for improvement' and 'green is good' marking will be introduced at an appropriate time in Year 1 so that pupils are prepared for Year 2.

'Purple pen of Power' for pupils' response to marking will be introduced at an appropriate time in Year 2 so that pupils are prepared for Year 3.

Marking in Key Stage 2:

- 'Green for Good' and 'Yellow for Improvement' marking will be used for literacy work, maths and cross curricular work as needed.
- Pieces of **written homework** will be acknowledged by the class teacher, with either written comments or using the marking code.
- Written comments will feature on at least one piece of literacy, one piece of mathematics and one piece of RE or broader curriculum work per week.
- The marking code will be used where there are no full comments e.g. to acknowledge the work.
- Pupils are given time to respond to comments using **purple pens** (a purple pen of power!)

Monitoring and Evaluation

The subject leaders will monitor the implementation of this policy when they are monitoring their curriculum area and sampling work. The Headteacher and Senior Leadership Team will also collect in samples of books to monitor the impact of this policy.

Agreed: September 2014

Next Review: July 2015

Reviewed and Updated: September 2014
Next Review: June 2015



Marking Code KS2 – Sacred Heart School

Swiftly the brave soldier ...	'Green is Good' highlighter pen Where you have done something well.
swiftly the brave soldier...	'Yellow for improvement' highlighter pen Where there is room for improvement.
//	New paragraph here.
 CW	Mr/Mrs/Miss (<i>name</i>) has seen this work. (or use teacher / TA stamp)
^	Where something is missing
	Where a House Point has been awarded.
	Independent work without adult support.
	Read back to an adult by the child.
	Verbal Feedback given to the child
	Aided by an Adult (or use a STAMP) (eg: 'TA supported')
	Supply teacher for this lesson.
	Self assessment
<div style="border: 1px solid black; padding: 5px; background-color: #e0f0e0;">I like the way...</div>	POST-IT notes to be used for PEER assessment. (No child writing directly in another child's book)

Page for Parents and School Handbook



Marking routines we will adopt at Sacred Heart School

- Marking will be used to recognise success and **how the work could be improved**.
- '**Green for Good**' and '**Yellow for Improvement**' marking will be used for literacy work, maths and cross curricular work as needed.
- Pieces of **written homework** will be acknowledged by the class teacher, with either written comments or using the marking code.
- Written comments will feature on at least one piece of literacy, one piece of mathematics and one piece of RE or broader curriculum work per week.
- As good practice, written comments will feature when there are obvious mistakes and/or misconceptions which need to be corrected.
- The marking code will be used where there are no full comments e.g. to acknowledge the work.
- Pupils are given time to respond to comments using **purple pens** (a purple pen of power!)

Teachers at Sacred Heart School know that immediate feedback is the most effective and is therefore most likely to be verbal. CURRENT EDUCATIONAL RESEARCH SHOWS THIS TO BE SO.