

“Every child is a unique child of God.”

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Paul's (VA) C of E Primary School

Marking and Feedback Policy

Every Child is a Unique Child of God

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Agreed: April 2023

Review Date: April 2024

Signed: Chair of Governors: Mrs R Davies

Date: April 2023

Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- ***To provide a safe nurturing environment where every child can achieve his/her full potential***
- ***To inspire a lifelong love of learning***
- ***To value all faiths and cultures and to celebrate diversity***
- ***To develop a sense of respect and responsibility towards self, others and the world in which we live***
- ***To build strong relationships with the local community, our city and the wider world***

And to do all this as a caring community based on strong Christian values

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Aims

- To ensure that all pupils receive high quality feedback which enables them to take their learning forward
- To make marking effective and meaningful for all pupils
- To ensure consistency of marking across the school
- To provide teachers with an effective method of providing feedback and informative assessment
- To raise standards of attainment and support progress for every child

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

Principles

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

- **Feedback will be given in a timely way** with all books always marked up to date, and always before a child works on the next task.
- **Feedback is specific:** learning objectives and success criteria are shared with pupils in every lesson and these are the focus for feedback which can be both oral and written. Learning objectives are recorded at the beginning of all written work in all classes.
- The learning needs of individual children are understood and **work is matched** to their abilities.
- **Feedback is clear and constructive** - ie it is given promptly and in such a way that achievement is acknowledged and teaching points highlighted.
- **Feedback is followed through:** children are given quality time to respond to written feedback and work on improvement suggestions given by the teacher eg through use of purple pens/pencils
- **Children are involved** by understanding what is expected, what progress they are making. They develop responsibility for checking and improving their own and each other's work against agreed success criteria
- **Outcomes from feedback** and marking are fed back into teacher's planning

Oral Feedback

Research (including effective feedback from the Sutton Trust) shows that effective, high quality oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning

intentions. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session. At St Paul's we pride ourselves on giving all learners high quality oral feedback in order to improve their learning. This may be through edit and improve interventions, small group peer group and teacher led marking, or through 1:1 time with the class teacher or support assistant.

Written Feedback should be:

- Legible and clear in meaning – can the children read the comments? This should model the high standards that we expect of the children.
- Developmental – i.e. children will find out their areas of strength and what their next steps in learning

Written feedback can take a number of different forms depending on the nature of the task. This may take various forms at St Paul's including:

- A 'Star' comment should be given to praise effort or attainment.
- Next steps wherever appropriate should be in place to move learning forward.
- Peer marking in purple pen (KS2)
- Pupils relating own success to success criteria grids (especially for writing).
- Acknowledgement marking against the learning objective as shown below
 - Learning objective achieved – 2 ticks
 - Learning objective needs consolidation – 1 tick
 - Learning objective not achieved – no tick

Feedback in English and Maths

Open Tasks

In open ended tasks – e.g. writing a story, solving word problems – pupils should receive **quality** feedback about their work and where required 'Next Step' **prompts as to how it can be improved**. The emphasis in marking should be on both success against the learning objective and improvement needs. The next step could have been given verbally by the adult. In this case the book should be marked with 'VF' to indicate this had taken place (There is no requirement for the adult to write down what was spoken about as part of the verbal feedback)

When teachers are using focused marking to provide feedback to pupils the following principles have been agreed:

- Highlighting in pink (Tickled Pink) where the child has shown evidence for aspects against the learning objective or to highlight positive aspects of a piece of work (*highlighting the place the objective has been met, or could be through highlighting or identifying words or phrases that are especially effective*).
- Highlighting may also be used in other areas to indicate success for example if a learning objective involved the use of specific scientific vocabulary, again this maybe commented upon this in the marking comment.
- Highlighting in green (Green for Growth) should be used to highlight areas where errors, or areas for improvement need identifying. The comment, verbal feedback or 'Next Step' may relate to these areas.
(*Not all errors or mistakes must be highlighted. The person giving feedback should prioritise areas which will be a focus for moving learning forward in future work, or 'Next Steps'*)
- At the bottom of the page a prompt to help the child make an improvement could be made.
- The type of prompt should reflect the ability of the child. The following are examples of such prompts:

A reminder prompt

Most suitable for more able children as this simply reminds the child of what could be improved, e.g. 'Next time say more about how you feel about this person using descriptive vocabulary'. (Or VF to indicate a verbal feedback has been given).

A scaffold prompt

Most suitable for children who need more structure that a simple reminder, this prompt provides some support e.g. 'Can you describe how this person is a good friend? Describe something that happened which showed you were a good friend'.

An example prompt

Extremely successful with all children but especially with average or below average children, this prompt gives a choice of words or phrases e.g. 'Choose one of these statements to describe the friend in your story; *She had really long blonde hair with a lovely smile. She was always kind and smiled at everybody she met.*

Next step prompts

The aim of this prompt is to indicate the next steps in children's learning – to move the child towards the next stage of their learning. A next step prompt does not need to be seen on every piece of work but should be used where required to address specific needs.

Correcting mistakes


Spelling mistakes

Unless correct spelling is a focus of the lesson, a teacher should correct no more than *five mistakes* in any piece of work unless making a point.

Punctuation Mistakes

As with the correction of spelling mistakes, it is not necessary for teachers to correct every punctuation mistake unless this is a specific objective or an area where a child needs making aware of an issue.

Correcting Mistakes in Mathematics

Where a child makes a simple mistake this will be identified by being highlighted in green. If it is necessary for children to self-correct then this is indicated in the 'Next Steps'  .

Where there is evidence of conceptual misunderstanding this will also be highlighted (Green for Growth) and 'Post Teach' session and/or future lessons will address the issue.

Feedback in other curriculum areas.

- Appropriate use of positive feedback and information about areas for improvement should be evident in all subjects, either verbal or written.
- Feedback in terms of achieving the Learning Objective will be noted as it is in English and Maths with ticks against the objective.
- Written and oral feedback should give the child clear guidance as to how well they achieved and where to improve. This will, where appropriate, take the form of 'Star' and 'Next Step' comments.
- Highlighter pens may be used to indicate evidence in the same way as for English and Maths.

Teachers should always consider the use, and balance of feedback, when marking. Feedback is there to move learning forward. Lengthy written feedback is not always the best way of attaining this outcome across all curriculum areas. Teachers are responsible for making a professional judgement as to the length and type of feedback required for particular pieces of work. This will be monitored as part of work scrutiny to ensure consistency across school and within phases.

Marking in EYFS

We aim to provide the highest quality feedback to our younger learners in order to close the gap. Where possible the majority of feedback will be oral and made directly to the learner, but the policy will be followed in the same way as other classes (in terms of written feedback in books). In addition, in EYFS the following feedback and marking examples may be found to support judgments, teaching, and learning:

- Teacher, key worker and parent's comments in Pupil Profiles and Tapestry Learning Journals.
- Observations self-initiated (SI) adult led (AD) / adult guided (AG) key achievement comments/annotations in children's profiles, Tapestry Learning Journals and reception class activity books.
- Contributions from parents / carers and teachers in the reading record books (nursery and reception class)
- Home/school link 'Learning at Home Wall' in nursery for parents/ carers to contribute and support assessment of their child's development.

Children responding to feedback in EYFS

It is essential that children are given the time and opportunity to respond to feedback given. This is mainly through discussion in the case of oral feedback or supporting children to make corrections. 'Next Steps' in a child's learning are identified and shared through discussion with the child, recorded on annotated work and form part of the observation comments in children's Tapestry Learning Journals.

Communication with Parents

It is acknowledged that parents often look for 'traditional' marking when they look at their child's books. For this reason we will communicate the main points about our marking policy to parents by uploading our policy to the school website.

Symbols for marking and feedback used at St. Paul's

Symbol	Example	Function
Acknowledgement marking against Learning Objective: ✓✓	✓✓	learning objective achieved – 2 ticks
Acknowledgement marking against Learning Objective: ✓	✓	learning objective needs consolidation – 1 tick
Acknowledgement marking against Learning Objective:		learning objective not achieved – no tick
✓	23 ✓	Only used to show a correct answer or a positive use of a feature.
✗	30 ✗	Only used to show an incorrect answer – This may be followed by the correct answer or a suggestion for improvement.
○	Monday	Highlight a punctuation error – This may be corrected or commented on if required.
sp	sp bicos	Spelling mistake
Ne	oops	Mistake – A simple line should be used to show a mistake or a small area to be removed.
/	down./Later	New line
//	end.//After	New paragraph
TA		Teacher/Teaching Assistant assisted section.
VF		Verbal Feedback
*		<i>Star</i> – This should be used at the end of a piece of work and be followed by a comment about what was good in the work.
↗		<i>Next step</i> – This should be used in a piece of work to show how to move forward or where a move forward in learning has been made and be followed by a way of improving the next piece of work.

Pupil Self-assessment

Think carefully about how you have been working in this lesson. Do you think you have met the objective?

Which 'zone' do you think you are in?

Green	I'm OK. I understand the work and could explain my work to a partner.
Amber	I've been working hard. I understand some of the work but might need more time or support.
Red	I've tried my best but am finding it hard. I would like some help next time.

Monitoring and Evaluation

We share best practice in feedback and marking and ensure that its main function is to support learning

Implementation of this policy will be monitored and evaluated through work scrutiny and pupil interviews.

SLT and subject leaders/teams will monitor marking and feedback regularly with spot checks to ensure policy is being adhered to. These opportunities will be recorded and will be timetabled on the assessment and monitoring calendar handed to staff in advance. Curriculum leaders will monitor marking and feedback in own subject monitoring reviews and through leadership meetings.

Workload and Effectiveness of Marking and Feedback

School is aware of the large amount of time adults spend giving effective feedback in the lessons being taught. It is part of the duty of care of the SLT to monitor this balance between the time spent giving feedback and its effectiveness in moving learning forward. To this end, the SLT will regularly monitor feedback and take advice on how to adapt the delivery of feedback to find the balance between the time spent and the learning it provides.

The SLT will, at times, trial alterations to the policy to investigate different methods of giving effective feedback.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Inclusive PSHE will foster good relations between pupils, tackle all types of prejudice, promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.