St. Mary's Catholic Primary School

Love, Grow, Believe, Achieve!

Marking & Feedback Policy

Introduction

'Feedback is one of the most powerful influences on learning and achievement' *(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)*

John Hattie states that feedback should be:
- 'Just for me'
- 'Just what I need to help me make progress'
- 'Just where I am in my learning process'
- 'Just in time'

This policy sets out how the use of effective marking, feedback and feedforward is consistently used across our school to benefit our learners.

Effective feedback and feedforward given to pupils through marking and reviewing work will provide constructive steps for every learner to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling learners to become reflective learners and to close the gap between current and desired performance.

Aim

Marking should:
- Be manageable for teachers;
- Relate to success criteria, which need to be shared with learners;
- Involve all adults working with learners in the classroom;
- Give learners opportunities to become aware of the importance of reflecting on their learning;
- Give recognition and appropriate praise for effort;
- Give clear strategies for improvement;
- Allow specific time for learner to read, reflect and respond to marking;
- Inform future planning and individual target setting;
- Be accessible to learners;
- To be seen by learners as positive in improving their learning;

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking to learners regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking is integral to good teaching and learning processes. By empowering learners to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.
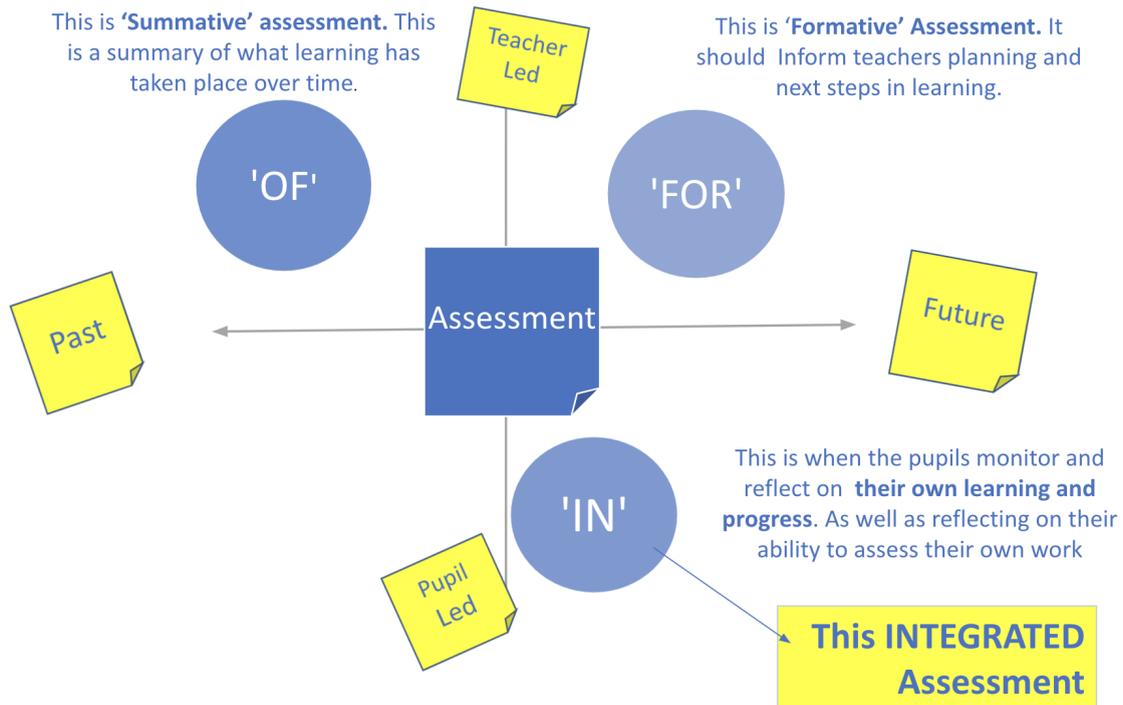
Effective marking aims to:

1. Inform the learner what they have done well and what they need to do to improve.

2. Support learner confidence and self-esteem in learning.

3. Support teachers' assessment knowledge of each learner as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.

4. Develop consistent processes across the school to teach learners to respond to feedback, self-assess and evaluate their own learning.

Types of Assessment/ Marking

This is **'Summative' assessment.** This is a summary of what learning has taken place over time.

Teacher Led

This is **'Formative' Assessment.** It should Inform teachers planning and next steps in learning.

'OF'

'FOR'

Past

Assessment

Future

'IN'

This is when the pupils monitor and reflect on **their own learning and progress**. As well as reflecting on their ability to assess their own work

Pupil Led

This INTEGRATED Assessment

Four types of marking and feedback occur during teaching and learning at St Mary's:

1. **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. Verbal feedback is often used on a 1:1 discussion with a learner or on a group basis and recorded with a 'T' for talk.

2. **Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. Work is signed with teachers' initial and when appropriate, a congratulatory comment.

3. **Feedback and feed-forward marking** in which incisive feedback on attainment and success (against the success criteria) is given and a feed-forward response from learners is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

Feedback: what a learner has done well
Feed-forward: what a learner will do to make progress (NB. A response is not necessarily progress)

Feedback is given using a yellow highlighter (Yippee Yellow/ WWW) and feedforward given using a green highlighter (Green for Growth/ EBI) to which children must respond.

4. **Self-Assessment and Peer Assessment** of the attainment and success of a piece of work against the success criteria. Green pen must be used by learners.

Teachers must make a judgement on which pieces of work will be given detailed attention and which will be 'light' marked in order to maximise progress of learners.

<u>**Non-negotiable procedures for marking**</u>

- All marking must be signed using adults' initials and dated.
- All marking is to be carried out in red pen by adults and initialed.
- All marking is to be done in a clear legible handwriting aligned to the school handwriting script.
- The marking code is to be followed in all cases. (See Appendix 1).
- The marking code should be accessible and understood by all learners in the learning environment.
- All learners' work is to be at least 'light' marked by then teacher or teaching assistant.
- Incorrect answers (such as in Maths) are called '**mistakes'** rather than being 'wrong'. Learners are taught to think positively of mistakes as it is an opportunity to learn something new.
- In both Numeracy and Literacy, there should be regular evidence of Feedback and Feed-forward comments.
- In feedback and feed-forward marking, comments must be mostly related to the success criteria and constructed to require a response by learners, at an appropriate level of challenge. Learners must respond to all feed-forward comments.
- Dedicated time must be planned into lessons in order for learners to complete feed-forward tasks.
- When feedback and feed-forward marking writing tasks, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. However, choose one of these each time (no more than two spellings) and also focus on others areas of the success criteria.
- Rewards/ Congratulatory marking: recognise good work with stickers, Dojo points, stamps, Welsh comments (e.g. Gwych, Da iawn) etc.

<u>**The timing of marking**</u>

"the shorter the time interval between eliciting the evidence and using it to improve instruction,
the bigger the likely impact on learning."
(Dylan Wiliam, Embedding Formative Assessment)

The sooner feedback is given to when the learning is taking place the bigger the impact on pupil progress.

Therefore, marking takes place:
- with the learners during the task with Reception to Y3 learners
- with the learners where possible with Y4 to Y6 learners
- using self and peer assessment regularly
- in the next lesson with older learners where there is high quality marking that scaffolds and supports learners to improve their own work (see 'Imperative and Directives' below).

If using distance marking:
- it must be carefully planned
- learners must be able to read the marking and understand it
- Learners must know what to do about the marking

DIRT - Dedicated improvement and reflection time is planned for in lessons to allow learners the time to improve their own work and respond to marking from the teacher.

Feedback Guidelines

Below are our feedback guidelines which is shared with older learners:

Feedback Guidelines

Learner (Recipient)

- Be prepared to accept challenge around your work
- Clarify your explanations… say why?
- Be prepared to change your mind and *improve* your work
- Show proof of listening
- Agree your next steps (summarise) and act on them

Learning Coach

(Person giving feedback - teacher/ peer)

- Make feedback specific and as simple as possible
- Be Positive,(kind) but remember to be challenging
- Use a balance of advice and questions (level 4 and level 5 feedback)
- Refer to the success criteria and sentence stems
- Summarise your thoughts and agree the next steps.

Remember to let the learner have the last words as it is their learning

Sentence Stems for Feedback

Level 4
(Advice)

- What I like about this is . . . .
- In my opinion . . . .
- You have met the criteria because . .
- I agree with . . . .
- I disagree with . . . .
- Building on this point . . .
- This would be even better if you . . .
  Clarify what you mean by . .
- To summarize you need to . . .
- Consider adding, revising removing…

Level 5
(Learner focused questions)

- Talk us through this piece of work.
- What part of this are you most proud of ?
- What do you like about . . . . . .
- How have you met the criteria ?
- Can you give some specific examples ?
- How can you improve this work?
- So what are your next steps ?
- How will you know when you have been successful ?

Assessment in Learning - Strategies for quality feedback

A variety of strategies are used to promote effective quality feedback. These include:

- **Learning Objective** – all lessons have a learning objective which is shared with learners at the appropriate time in the lesson.

- **Success Criteria -** Success Criteria is:
  - Co-constructed with learners as much as possible
  - Specifically, detail what is needed to be successful
  - Explicit, in 'child speak'
  - Same for all learners, scaffolded using 'chilli challenges'
  - Used as a reference point throughout the session for feedback and feed-forward
  - Used as a basis for self and peer assessment.

Good and poor examples should be shown to pupils to support them in understanding and generating their own using:

WAGOLL – What a good one looks like
WABOLL – What a bad one looks like

- **Success Criteria slips**– In Reception to Year 2, success criteria slips should be stuck at the top of a page in pupil books for all recorded work to allow teachers/ teaching assistants to mark to the success criteria and support teaching assistants in their role.
  In KS2, success criteria slips should be used to support extended pieces of writing and where necessary on other pieces of work to allow pupils to self and peer assess. At other times, the success criteria should be available for learners to view throughout the lesson.

- *WWW (What Went Well) and EBI (Even Better If) comments*
  These are used to feedback to learners. These link to the carefully thought-out success criteria and highlight the successes and next steps. Where appropriate these targets are acted on immediately or at a suitable time soon after feedback has been given.

- *Glow and Grow marking (Feedback & Feed-forward – see Appendix 2 for class posters)*
  This can be used for written work.
  Yippee Yellow/ WWW – a yellow highlighter is used to highlight particularly good parts of the work where the success criteria has been met, a learner has met a previous target or the child has made an improvement.
  Green for Growth/ EBI – a green highlighter is used to highlight things that can be improved upon such as areas not met from the success criteria or another aspect that will move the learning on. This can be used to create WWWs and EBIs.

  N.B In Maths, only G4G should be used. Correct work should be ticked not highlighted with YY.

- *Close-the-gap Questions*
  Questions are used to clarify understanding or to push the learner onto the next steps. These are responded to promptly by the learner.

- **Pit Stops**
  Where appropriate in lessons, pit stops are made at certain points to direct pupils in looking at points from the success criteria and improving their own work, for example, yippee yellow adjectives used in a piece of writing and add one more.
  Level 1- Teacher led, e.g. '*you have 1 minute to check if you have any wow words. If not add 2 more using the green pen*'
  Level 2 – Learner led; e.g. '*Check one of the first 3 success criteria. Add anything missing using your green pen*'.
  Level 3 – Learner created; e.g. just before the activity discuss with a small group of learners when they will undertake pit stops and what they will look at from the success criteria.

- **Imperatives and Directives**
  When marking learners' work, imperatives and directives should be used to ensure pupils clearly know what they need to improve it.
  ▪ Imperatives – Use, Change, Find…
  ▪ Directives – tell the pupils *where*, *what* and **how** to improve their work.

  For example, a comment on a piece of work may be '*Use the word wall to add a simile, +1*'. This would be written next to where the pupil needs to add a simile. It means they need to add one here and in one other place in the writing.

- **Working Walls**

Every classroom has working walls for Literacy and Numeracy that supports the learners to be independent in their learning. These walls contain work built up over a topic/ area of learning which provide support and scaffolds. They are related to the current work in the classroom.

- **Show me/ Prove it!**

Where appropriate, learners are asked to show their workings out and write down how and why they have come to an answer.

Secretarial features (SPaGH)

Spelling, punctuation, grammar and handwriting is not the primary focus in every piece of narrative writing, because children cannot focus effectively on too many things in one space of time.

Children are given feedback about those things the teacher has asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be addressed. SPaGH is added to the success criteria as it is taught and the teacher then wants the learners to focus on them and use them in their written work. No more than one or two of the success criteria at any one time.

Pit Stops are used to look at and edit SPaGH mistakes within the writing task.

Cross-Curricular literacy and numeracy skills

Marking comments should take into account the pupil's transfer of literacy and numeracy skills across the curriculum. Therefore, literacy and numeracy comments may be appropriate as well as subject specific comments.

Modelled/Shared marking

Modelled/shared marking is planned for and is followed by self/peer marking. The marking process is modelled by the teacher using a previously produced piece of shared/modelled work or a learner's work.

Self and Peer assessment

Self and peer assessment is planned for and undertaken regularly by all age groups, and a suitable amount of time is given to it.

See Appendix 2 for the types of self and peer assessment that is used in each year group.

'Editing' Pens

When editing their own work pupils must use a green 'editing' pen to show the changes they have made.

Pupils need to be able to talk about how they have changed their work in order to improve it.

Appendix 1 – Foundation Phase Marking Code

Appendix 2 – KS2 Marking Code

Marking Code

Sp — Spelling (underlined)	**^** — Fill in the missing word	**?** — Does not make sense
T — Talked about work with an adult	**I** — Independent -worked on my own	**G** — Worked in a group
P — Worked with a partner	**WS** — With Support-had some help	**●** — Mistakes in Maths
✔ — Correct in Maths	**abc** — Yippee Yellow – Great work	**abc** — Green for Growth – try to make better

Marking Code

Code	Explanation
Sp	Write the correct spelling above the word
//	Start a new paragraph or line
^	Fill in the missing word
?	It does not make sense. Re-write/ rephrase it
T	Talked about the work with an adult
WWW	What Went Well...
EBI	Even Better If...
I	Independent – I worked on my own
G	Group – I worked in a group
P	Pair – I worked with a partner
abc	Yippee Yellow – great work
abc	Green for Growth – try to make it even better
●	A mistake in Maths – try it again
✓	A correct answer in Maths

Appendix 2 - self and peer assessment progression document

	Self-Assessment	Peer Assessment	Context
Nursery	• Self-evaluation record made per term. Using related pictures, teacher scribes pupil responses to "what are you good at?", and "What do you need to practise more?" • Smiley faces used to indicate a self-selected piece of learning with *why* they liked it recorded. • Oral use of "learned"- What did you learn today?	• Teacher models being kind with sentence stems related to good learning. "It's a lovely picture because… "You have really tried hard and (been able to do it….) when …" • Pupils encouraged to verbally praise the learning of others.	Focus on practical activities, pictures.
Reception	• Introduce the concept of Success Criteria (WAGOLL) 'What A Good One Looks Like'. Ensure all teacher feedback is against the WAGOLL. • Teacher models and frequently provides sentence stems with Success Criteria for pupils to verbally and specifically describe WWW (What Went Well). Teacher scribes pupil responses. • Teacher uses own learning to model EBI (Even Better If) and develops language pattern with *what specifically* needs to improve. • Teacher discusses EBI with pupil and pupils make changes that show progress.	• Teacher models and encourages discussion as pupils use WAGOLLs to specifically identify what is good about other pupils' learning. • Teacher emphasises being *kind* and *specific* (*Principles of Critique*)	Focus on practical activities, pictures/ models.
Year 1	• Teacher reminds about WWW. • Pupils begin to use the success criteria to specifically identify WWW in own learning. • Through the sharing of a WABOLL (What A Bad One looks Like), the teacher supports pupils in specifically identifying EBI (against success criteria). • Teacher models sentence stems with' *how I learnt today*….' • Pupils complete sentence as above.	• In focussed groups, teacher supports pupils' use of WAGOLL to *specifically* identify what is good about other pupils' learning, including written work- discussion only. • In teacher selected pairs, pupils verbally identify WWW in peers' learning, being kind and specific.	As above and including Group write, led by teacher. With pupils' own writing in focus tasks.

Year 2	• Pupils verbalise the teacher's validation of the successes in their learning i.e. they can say specifically why something has been highlighted or double ticked by the teacher. • For short tasks, pupils use agreed recording system to show WWW in own learning. • In teacher-led discussion, pupils discuss and respond to EBI. Teacher models Feedforward with *Where, What and How*. • With prompts, pupils describe *how* they learnt well and what were the effective strategies they used.	• Teacher provides pupils with the specific focus of assessment, and pupils verbalise where they find successful examples of this in their peers' learning. This should be throughout the learning process and not just towards the end. • The WWW is expressed specifically and with thoughtfulness, using the three principles of critique- *kind, specific and helpful*.	For peer assessment best done in practical activities.
Year 3	• For short tasks, pupils specifically identify WWW through prompts from such things as washing lines/checklists etc. • Pupils provide an EBI which the teacher quality assures for accuracy. • With prompts, pupil describe *how* they learnt well, what enabled this and what was more difficult about their learning.	• Using such things as checklists, peers accurately identify WWW in their partner's work. They are always kind, and specific. • Pupils discuss together ideas for making their learning even better. The teacher checks this. They begin to improve their learning as a result.	Peer assessment best done in practical activities, introduced to written work.
Year 4	• With independence pupils accurately identify WWW for longer tasks. • During their learning, pupils accurately identify an EBI with *Where* the improvement is needed*, What needs to be done, and How* it can be done i.e. what can provide support and take action that improves their learning. • With limited teacher involvement, pupils describe *how* they learnt well, what enabled this and what was more difficult about their learning.	• With their talking partners, peers are able to discuss the WWW in each of their learning, finding similarities and differences. Simple recordings are made of this. • EBI relate directly to the Success Criteria. The content indicates *what* needs to change and *where*. The teacher confirms the accuracy and provides support for *how* to do it. • With teacher involvement, EBIs are acted upon.	Peer assessment is common in all learning including written work.
Year 5	• During their learning and towards the end, pupils accurately self-assess their learning, against the success criteria, including extended pieces. They improve their work throughout the learning process. • They know how to improve the learning by reflecting on the success criteria and can explain the choices they made.	• EBI relate directly to the Success Criteria. The content indicates *what* needs to change, *where* the change should be and *how* to do it. The teacher confirms the accuracy and provides support for how to do it. • EBIs are responded to consistently and well. • Pupils discuss the strategies that they used in their learning.	Context now includes the 'how' of learning.

Principles of Critique for Peer Assessment

N.B. links to the Feedback Guidelines earlier in this document which could be generated by the class.

• Be kind
• Be specific
• Be helpful
• Group generation of success criteria
• Enact process
   o Short task focusses on 1 success criteria
   o The critique group discuss and identify a change
   o Action by pupil
   o Repeat short task, etc.
• Celebration