



# St Thomas of Canterbury Catholic Primary School

*Where every child is special*

## Marking and Feedback Policy

Policy compiled by:

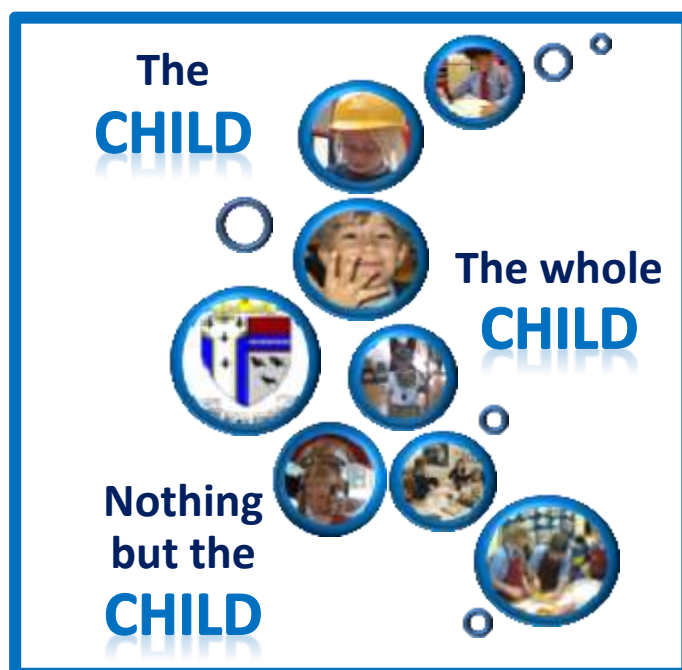
Assessment Leader

Date of last review:

Spring 2017

Review Date:

Spring 2019



### **OUR MISSION STATEMENT**

*God's love is at the heart of our Catholic School family. We show this in our respect, kindness and love for others and by treating other people as we wish to be treated ourselves. We will encourage everyone to be the best that we can be.*

### **OUR AIMS**

- To guide our children to grow in the love of God and build relationships that will enable them to make a positive contribution to the school and society.
- To develop an exciting, challenging and creative curriculum that produces confident and successful learners who are the best that they can be.
- To develop high quality learning that enables every child to flourish, to discover their talents and be lifelong learners.
- To establish a teaching and learning environment that encourages everyone to enjoy, to achieve, to be inclusive, to be healthy, and to stay safe.
- To nurture a strong partnership between home and school.
- To have respect and understanding for our school, our community and our world, helping our children to become responsible citizens and good role models.

### **OUR GOLDEN RULE**

We treat others as we would like to be treated



## **Policy statement**

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. All feedback should help pupils make progress, encourage them to strive for high achievement and build self-esteem. Children need to develop as independent learners and gain an awareness of their own strengths and areas for development. This policy forms part of a whole school ethos to teaching and learning and should be read in conjunction with our Curriculum, Learning and Assessment Policies. The creation of an outstanding learning culture and enhanced AfL practice provides the basis for quality feedback.

This policy must be -

- agreed by all staff
- consistently applied across all year groups and by all staff, including supply staff and support staff
- manageable
- positive and constructive
- clear in its purpose
- understood by the children

## **Feedback Principles**

### **All staff should...**

- Encourage a growth mind-set towards learning as St Thomas Learners, making S=P+A+C+E for their learning.
- Reinforce with the children the "Power of yet..."
- Give feedback (oral or written) that enables pupils to make progress, encourage them to strive for high achievement and build self-esteem.
- Ensure children are clear about the learning intentions of tasks/lessons and of the success criteria (or Steps to Success) against which work will be assessed.
- Ensure that there is an interactive dialogue between teacher and child.
- Link marking and feedback directly to next steps in the child's learning.
- Ensure the learning needs of individual children are understood and work is matched to their ability and marked appropriately.
- Give feedback that highlights success and recognises, encourages and rewards children's effort and achievement.
- Celebrate success.
- Drive improvement through reference to the success criteria and key skills.
- Encourage children to reflect on their own work and the work of others, through peer and self-assessment. (See appendix 1 and 2).
- Improve a child's confidence in reviewing their own work.
- Set ongoing achievable targets by indicating the 'next step' in children's learning.
- Ensure the tone of any comment is essentially positive and constructive.
- View errors as part of the learning process and as a source of evidence for informing subsequent teaching and learning.
- Ensure feedback given is appropriate for the learning needs of the individual.
- Use a child's name in a written comment personalising it
- Ensure children have time to reflect on feedback given and to make improvements to their learning.

### **Key features of feedback/marking**

- A dialogue for improving and developing learning is evident between children and teachers.
- Comments may be written or oral, formal or informal.



- Feedback may be given to a group or on an individual basis.
- Children should be involved in setting targets for improvement.
- Opportunities should be available for self-evaluation and peer group evaluation.
- Quality time should be given to read marking and respond to feedback.
- Language should be appropriate to the age and development of the child.
- Comments should refer back to learning objective or Steps to Success or key skills.
- Oral feedback is the most powerful feedback and has maximum impact but time management needs to be considered.

## General Marking Techniques

(see Appendix 2 for whole School guidance)

- Initialling to acknowledge work.
- Use of a highlighter pen to demonstrate areas where the learning objective and/or Steps to Success have been achieved.
- Peer and self-evaluation techniques (see Guidance for Teachers attached as appendix 2).
- Where self-assessment is used (e.g. a traffic light or smiley face) children should be encouraged to explain their assessment with reasons.
- The use of green pen by the children to edit and improve their work.

## Guidance on *English* Marking

- For spelling mistakes – ‘sp’ in the margin, word underlined and written correctly underneath work. In KS2 children then write word into their spelling logs.
- Children must tick the ‘sp’ when they have put the word into their logs and correct the word in their writing.
- For Punctuation errors ‘p’ is to be put in the margin and children must correct the errors themselves using coloured pencils.
- Time must be given in class for this to be carried out.

## Guidance on *Maths* Marking

- Children can self-mark.
- Teachers should use the following marks in children’s books: ✓ = correct, · = incorrect, ✓c = corrected answer.
- Children should be encouraged to respond to teacher’s marking.
- Children should be given opportunities to self-assess their work in the light of success criteria or steps to success using, for example, traffic light symbols.

## Key Features of Celebrating Achievement

- Self-esteem is the most significant factor in children becoming successful and confident St Thomas learners.
- All achievements are linked, as each builds further confidence in future goals.
- It is good practice to share the unit coverage (interactive use of the Learning Journey/Big Picture) with the children reinforcing the connections between subjects especially the key skills for learning.
- Children should see learning as a continuum which, given time, anyone can master.
- Achievements should be treated in exactly the same way.
- Develop an ethos of being able to readily identify achievements and proud moments.
- High teacher expectations can only be fulfilled with parallel measures to help self-esteem.

## Reward Systems

- Each child will have his or her own achievement card. A star will be awarded for exceptional work and positive behaviour. For the first 10 stars that an individual child achieves, the



Headteacher will present an award to them. Subsequently, 30, 50 and so on to receive an additional award.

- Within each classroom there will be a class achievement chart. When an individual child achieves five stars on their own chart, they will be allowed to place a star on the class achievement chart. When 100 stars are present on the class achievement chart, the class will receive a “treat” that will be negotiated between the teacher and the class.
- An exceptional effort will be awarded by entering the child’s name in the weekly “Roll of Honour” The Headteacher will then read out their name and present them with a certificate during the Friday Celebration of Achievement worships.
- In addition, stickers and stamps may be awarded by individual class teachers as well as using the class Learning Ladder as appropriate.

## **Setting individual targets as next steps through marking**

### **Why?**

- They provide a focus for teachers and pupils to monitor progress.
- They involve pupils in the assessment process and enable them to be active participants in their own learning.
- They can increase pupils’ rates of progress.
- They promote pupil self-esteem and motivation.
- They make progress visible to pupils and others.

Individual targets are most effective when they are:

- In language the pupil can understand e.g. “leave a finger space between each new word.”
- Closely related to pupils’ individual needs and are therefore particular to individual pupils.
- Just within the pupil’s grasp.
- In front of pupils when they are completing their work.
- Set and discussed with the pupil.
- SMART (specific, measurable, achievable, relevant and time bonded).

More general learning targets will be negotiated between parents, teachers and children following reports and consultation evenings. These will be recorded on a target sheet and used as part of classroom practice.

### **Monitoring and review**

This policy will be reviewed and evaluated at least annually with staff led by the Teaching and Learning Leader.

*This policy of St Thomas of Canterbury School upholds the school’s ethos and Mission Statement. It must be read in conjunction with and implemented in accordance to the school’s policies for Health & Safety Equal Opportunities, Inclusion and Safeguarding. Copies of these policies are available from the school website.*



## **Appendix 1**

### **Teacher guidance on learning partners**

- The use of learning partners is one of the St Thomas 10 – a non-negotiable at St Thomas of Canterbury. It is an important medium in establishing autonomous learning, ensuring an appropriate balance of pupil teacher talk and developing quality peer evaluations.
- Subject to the focus of the learning task and learning objective the selection of Learning Partners should be weekly and random.
- Children should know who their learning partner is.
- It is important that teachers establish a protocol for learning partner interactions. The roles of both partners need to be clearly defined.
- In planning, time needs to be allocated to learning partner interactions and the peer evaluation process so these interactions are of a high quality and develop learning.
- Reflection and evaluation are key skills in their own right and need to be nurtured and taught.
- Children need to be trained to devise and use success criteria or steps to success to evaluate learning.
- Children need to be trained on how to successfully make improvements to their learning, so that they are confident with the steps involved. This is VERY important.
- Each child needs time to reflect on and check his or her work using success criteria or steps to success before a learning partner sees it.
- The learning partner needs time to take in the child's work prior to evaluating their partner's learning
- Through discussion, children must both agree on the improvement to be made.
- The response partner should begin with a positive comment about the work.
- The improvement suggestions can be verbal or written down. 2 or 3 stars and a wish is a recognised method at St Thomas of Canterbury.
- Time should be allocated to make the suggested improvement.

### **A suggested format for a Learning Partner Promise**

I promise to:

- Respect my partner's work because they have done their best and so I should value their work.
- Look at what we are trying to learn and consider whether my partner has taken the steps we discussed to achieve this.
- Tell my partner what they have done well. Give them two stars.
- Help my partner to improve by telling them what they can do to make their work better.
- Make a wish for them.
- Be honest.
- Be fair.
- Write any comments neatly and with respect for my partner's work.
- Never discuss their work with anyone else.

Signed.....



## Appendix 2

### Marking Guidelines

	Developmental marking*	Symbol marking	Peer evaluation	Self evaluation
<b>English</b>	Once a week or at least once through an extended piece of writing as appropriate	As appropriate for all other work	One or other should be used in every lesson as appropriate	
<b>Maths</b>	Once a week			
<b>RE</b>	Twice a topic			
<b>Science</b>	Twice a topic			
<b>Foundation subjects</b>	Once a topic			

\* For best practice examples, please see subject exemplars

### Marking Principles at St Thomas:





1. You are not expected to use *all* of the marking symbols each time you mark but you should use these symbols exclusively so that there is a consistency of understanding across the School.
2. Writing (SPAG) should be marked in every subject as one of the St Thomas Ten (but developmental marking should always be **subject** based).
3. Developmental marking should relate to the subject KPIs.
4. When marking in books, you need to set the example by using School cursive handwriting script.
5. Children **must** respond to your marking – they need the time – but all marking and responses need to be followed up.



Use of Symbol marking

Teacher marking in red

✓	Correct
✓✓	Good phrase/you've answered well!
●	A mistake
⚡	This needs to be checked for sense or meaning
✓C	This has been corrected
↔	Finger space needs to be added
sp	Spelling needs correcting
CL	Capital Letters need adding
FS	Full stops need adding
P	Punctuation is missing
Gr	Grammar needs checking
//	Paragraph needs to be added
^	A word is missing or more detail is needed!

A	This work was assisted by an adult	
PF	Peer Feedback: this work was discussed with a Learning Partner	
VF	Verbal Feedback: this work was discussed with an adult	
	Shows how well you have met the steps to Success: 1, 2 or 3 ticks	
*	Add a star on your star chart!	
	Green for growth – this needs to be improved	
	Tickled Pink - this is great!	
	Power of yet... Next steps... 2 stars and a wish	Ways of introducing what you need to do now to improve...



A **St Thomas' Learner** is always looking to improve and is happy to learn from their mistakes...

You **must respond to your teacher's marking and make any suggested edits or improvements – use a green pen or pencil**

*AB* My initials show that I have read and understood your comments **and I HAVE made any changes you suggested**

**Remember:**

1. If you make a mistake, it's fine (but make sure you learn from it for next time!). Don't try to rub out your mistakes, just put a **single line through it and carry on.** ~~mistake~~
2. If you underline anything, you **MUST** use a **ruler**.