St Matthew's Church of England Primary School

Marking and Feedback Policy

Introduction

At St Matthew's C of E School we will take a professional approach to the tasks of verbal and written feedback on learning. All pupils are entitled to regular feedback on their learning therefore all teachers and support staff will provide feedback and mark learning as an essential part of the assessment process. There is a consistency of approach to marking, which may vary according to subjects and the age or specific needs of pupils.

Aims

We provide verbal and written feedback for pupil's learning in order to:

- close gaps in learning;
- show that we value their learning and encourage them to do the same;
- boost their self-esteem and aspirations through the use of encouragement;
- enable them to identify the next step in their learning;
- offer them specific information on the extent to which they have met: the lesson objective (LO); features of the success criteria (SC); and/or the targets they are working on;
- promote self and peer-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding and identify any misconceptions;
- provide a basis for summative and for formative assessment;
- provide ongoing assessment that should inform future lesson planning.

Principles of marking and feedback

At St Matthew's, we have adopted two stars and a wish to provide quality feedback in order to assess learning. Written marking should always refer to the LO and/or SC, and may refer to self/peer assessment. It is not necessary to write lengthy comments on every piece of learning, however it is important that praise and encouragement are given and that advice for improvement is given when needed. Any negative comments must always be followed up by a constructive statement on how to improve.

Quality written feedback consists of two stars (also identified by highlighting two good examples of learning in green) and a wish (area for improvement), followed by a gap task. The purpose of a gap task is to: address misconceptions; close gaps in learning or provide further challenge. Gap tasks must be completed at the next learning opportunity (plenary, next lesson) and marked immediately; if they are incorrect then staff should act upon this appropriately (pupil to attempt again; discuss error with pupil

Teachers should quality mark one group per lesson (or at least six pupils' learning) and support staff should quality mark for the group of pupils they have supported (refer to subject specific guidance for further details on marking). Groups and/or individual pupils who are working with teachers or support staff should be given instant verbal feedback while they are learning, supported by written marking to address any misconceptions (e.g. highlighting, identifying spelling/grammar errors).

Spelling, punctuation, grammar and text type errors should be corrected in all areas of cross-curricular writing based on the following guidance (they should not be commented on as part of written feedback in subjects other than English):
- if spelling is specifically related to subject areas - e.g. maths or science vocabulary.
- common spelling errors (no more than two) are identified by 'sp' beneath the word and:
  - in KS1, the correct spelling of the word is written above the error and children are expected to correct the word and practise spelling it three times;
  - in KS2, the correct spelling of the word is written beneath marking and children are expected to correct the word and practise spelling it three times.
- basic grammar, punctuation and text type feature errors identified and corrected.

Teachers should promote and plan for assessment for learning opportunities through the use of a range of self and-peer assessment strategies, which should always be reviewed by staff, using the following guidance:

- regular brief self-assessment should take place (e.g. traffic light, smiley/straight/sad faces);
- written self-assessment comments should relate to the learning objective, features of the success criteria and/or whether they have understood the learning;
- when pupils can self-assess confidently, they can provide peer-assessment, which should relate to the learning objective and/or features of the success criteria. The pupil providing peer-assessment should be identifiable by writing their name next to their comments.
- when appropriate, pupils may mark their own or another pupil's learning.
- high expectations of presentation to be maintained for self and peer-assessment.

The main objective of marking and feedback is not to find fault but to help pupils learn. If pupils' learning is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem. If pupils easily achieve success continually with little or no advice needed for improvement, teachers and support staff should consider whether the learning is challenging enough for the pupil's ability.

A delicate balance has to be achieved. Pupils should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised. Errors that are made by many pupils should not be the subject of individual comments but should be evaluated in planning.

All staff should ensure that:

- pupils understand the marking system;
- pupils are able to read and understand feedback (in some cases, comments will need to be discussed with or read to the child);
- written comments only focus on one or two key areas for improvement at any one time;
- feedback is appropriate to the age and ability of the child.

A consistent approach

- ➢ All staff to write using the school's selected cursive handwriting script/font/style
- ➢ Staff to mark in green pen
- ➢ Support staff to add initials (in the bottom right hand corner of the gap task post-it note)
- ➢ Staff highlight two stars using a green highlighter
- ➢ Children highlight using a yellow highlighter for self/peer assessment
- ➢ Gap tasks to be written on yellow post-it notes
- ➢ Support staff, supply teachers and students must initial the learning they have marked

The LO and date must be clearly identifiable on every piece of learning:

- in EYFS, Y1 (for autumn term) and for particular SEN pupils (agreed with the SENCo), the LO is to be printed and stuck into books using labels;
- in KS1, Y2 pupils will write the LO and date independently and Y1 will write it independently from spring term.
- in KS2 pupils will write the LO and date independently;

When a lesson has had a speaking and listening or practical focus, the date and LO should still be recorded. Evidence of learning should be provided by any of the following:

- a photo of the pupil participating in the learning activity;
- an explanation of the activity;
- written feedback by pupils (self or peer-assessment) and/or staff.

Refer to the 'Presentation at St Matthew's' document for rules that apply to all pieces of learning and presentation (these are to be displayed classrooms).

Targets

In Reading, Writing and Maths, targets will be displayed in the front/back cover of books. The pupil's current target will be identified by a green star and highlighted in green once achieved.

Subject specific marking guidance

EYFS
English and Maths learning should have a written comment, which should be verbally shared with pupils. Basic errors (e.g. letter formation, digit reversal) should be corrected by pupils at the time of learning. Observations in Learning Journeys should be completed using the prepared templates.

English, Science and RE
In English, Science and RE, teachers should quality mark one group per lesson (or at least six pupils' learning) by writing two stars and a wish, highlighting in green two good examples of learning and providing a gap task (priority for quality marking should be given to a group/pupils who have worked independently). Support staff should quality mark for the group of pupils they have supported in the lesson. Learning for all other pupils will have two stars highlighted and a comment relating to the LO/SC.

Humanities
In History and Geography, the same principles of marking and feedback will be applied as above but there will be no requirement for a gap task.

Maths
In Maths, teachers and support staff will highlight in green two good examples of learning and write a comment relating to the LO/SC for all pupils. Teachers and support staff should provide a gap task for at least one group (or six pupils) each.

Reading
Pupils should have at least one piece of learning each week, which should be marked with a written comment. Basic errors should be corrected.

Show Off Writing
Teachers should provide a general written comment and should not identify or correct errors as these should be corrected by pupils through self/peer-assessment as part of the editing and improving process. Success criteria should be written by pupils and used as part of self-assessment; this success criteria can also be used for peer-assessment and teacher-assessment.

PE, Computing and PSHE/Citizenship
Class books will be used as evidence for learning: for each lesson, the date and LO should be clear at the top of the page with evidence of learning, which can be examples of children's learning, photographs and/or written explanations of learning (written evidence can be produced by staff or pupils if appropriate). There is no requirement for written marking however the evidence should clearly evidence the learning that has taken place in that lesson.

In PE, at the end of each half termly unit, pupils should self-assess against assessment criteria (also in Classroom Monitor for teacher assessment) using the tick sheet and two stars and a wish format using the prepared template. Each pupil's assessment should be stuck into the class book at the end of the unit.

Handwriting, MFL, Art/DT and Learning Logs
Handwriting, MFL, Art/DT and Learning Logs should be acknowledged with a comment and/or stamp/sticker. Basic errors should be corrected.

Policy to be reviewed in Summer 2018