



Christ the King Catholic Primary School



Christ be our light and our guide

Our Vision: To provide an outstanding Catholic education with Christ as our light and our guide.

Marking and Feedback Policy

Date	Review Date	Coordinator
September 2018	September 2019	M Ryan/H Lickess

Marking and feedback policy

Policy Statement

At Christ the King we believe that feedback, in both written and verbal form, should form an integral part of the teaching and learning process. Effective marking and feedback is regarded as an integral part of the continuous dialogue between teachers and pupils about how well they are doing. Teachers are able to inform children about their learning and next steps for success; their achievements; address misconceptions and celebrate good work.

When looking at pupils' work the main focus should always be on the standard of work the child produces and evidence that learning and progress is taking place.

Marking

Effective marking is an essential part of the educational process. Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- The focus of marking should be on the quality of feedback and its impact on progress and learning, not the quantity.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment.
- Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges.
- Comments, if needed, (specific to learning objectives and/or KPIs) should be used in order to move children forward in their learning.
- Every lesson should have clearly identified learning objectives/Can I...and success criteria which are shared with the children.
- Teachers are responsible for ensuring that marking is appropriate and proportionate.
- Where appropriate, marking should be completed before the next task is set and in time to effectively inform future planning.
- Marking must be sensitive to pupil needs and must not “obliterate” pupil’s work.
- Marking must be consistent within all books and throughout school.
- All marking is to be done in red pen.
- Stickers, stamps and/or team points are to be used to motivate and denote recognition of effort, application and achievement.
- Any verbal feedback given can be recorded with a stamp: Verbal Feedback, TA support, Objective achieved
- ‘Adult Assisted Work’ stamp can be used to denote completed work with lots of adult support.
- Children must respond to marking by initialling comments and/or completing any actions given in KS2. Time must always be made for children to be able to do this effectively
- Teachers/TAs must check actions/corrections.
- Marking should also comment on presentation, if poor.
- In some cases, it may be appropriate not to mark work, e.g. final drafts for display.

Ofsted has stated the following: Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Responding to comments

Pupil response to comments should be made in green in KS2 – so that it is clear they have been completed. If in KS1 or FS this may be verbal, it should be recorded as such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as Adults in school we want to recognise good work with stickers, house points, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our pupils. Good presentation is not simply about handwriting: it is a mark that pride in your work is important.

PROCEDURES

Marking in Key Stage 1

- Work is marked with the child present, wherever possible
- An appropriate comment to be made, which can be read back to the child if s/he is unable to read it for her/himself
- Specific point(s) of learning to be picked out for correction (not everything)
- Comments may be oral, they need not always be written
- The child's response may be written out, if appropriate, for future use
- To correct, one small cross is placed near to the error, and the correction written beside it (for teacher and/or child) Are we drawing a line or putting a cross?
- In mathematics, the child may be asked to write the problem out again, in corrections
- Rubbers may only be used by the teachers in Reception and Year 1
- Marking is to be positive, wherever possible, with smiley faces, stamps etc. used when desirable.
- In Year 2 children will begin to respond more clearly to thinking prompts given by the teacher. These will be usually further questions and thinking tasks given by the teacher. The child will respond in pencil.

KS2

The majority of work is to be marked.

Appropriate to the child's learning needs:

- Errors with grammar and punctuation should be corrected by the teacher, unless the

- teacher feels the child should be able to self – correct.
- The teacher will use their judgment to decide which spelling errors should be corrected.
 - If the teacher feels that a word should have been spelt correctly, or is a word that the child should self-correct then 'sp' will be written next to the word. The child should find the correct spelling and write it 3 times underneath their work.
 - Basic errors to be corrected by a child are indicated by a circle. The child will then correct their own work
 - Self-correction/peer correction is introduced in Year 4.
 - Thinking prompts will be given by the teacher using their professional judgement. The child will respond in green pen. Teacher to develop the use of action responses eg Can you write a sentence with an adverb opener?
 - In maths, as children mature, children should be able to self-mark and move to work with a greater level of challenge. The teacher should the only in-depth mark the extension work and this can give time for a focus on next steps for learning and applying concepts.
 - Teachers will decide if a child is to attempt corrections or not.
 - Pupils must be given time to reflect and to respond to the teacher's marking and feedback.

The monitoring of this policy will be the responsibility of the Senior Leadership Team and Subject Leaders as follows:

- The SLT will undertake work sampling every half term along with subject leaders. All work scrutiny will use the school's electronic system so outcomes and actions are centrally stored and staff at all levels have access.
- The SLT will oversee the above process and produce an action plan prioritising any changes necessary.

Appendix 1 - the use of prompts to promote thinking

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: e.g. $\square 2 + \square 6 = 6\square$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

<p>Please write another ... connective/sentence that shows me how the caterpillar moved.</p>	<p>What is another ... method that might have worked?</p>
<p>Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.</p>	<p>Show me how you think this will work with ...other numbers/3 digit numbers?</p>
<p>Verbal: Please talk me through what you have done so far.</p>	<p>Verbal: Please talk me through what you have done so far.</p>
<p>Show me how you could write it with ... adverbials, connectives, punctuation?</p>	<p>Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?</p>
<p>What would happen if...?</p>	<p>What would happen if...? e.g. What would happen if you started with 52?</p>
<p>What new words today? What do they mean?</p>	<p>What new words today? What do they mean? What maths words also mean...?</p>
	<p>Would it work with different numbers?</p>
<p>What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?</p>	<p>What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?</p>
<p>What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?</p>	<p>What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?</p>

Appendix 2

Considerations to look at effectiveness of marking and feedback

Ofsted Grade	Comments that have been taken from recent Ofsted Inspections
Outstanding	<ul style="list-style-type: none"> A particular strength is the guidance teachers give pupils when marking their books. This makes a significant contribution to pupils' excellent progress because teachers carefully check that their guidance has been followed and has raised the standard of their work. Marking and assessment are systematic and detailed with the clear school policy followed carefully, leading to consistency in practice and expectation. Teachers' marking provides detailed suggestions for improvement of written work and 'next steps' with time built in for work to be improved or developed. Marking is thorough and gives pupils clear guidance on how to improve their work. Pupils know their targets for learning and what is expected for them to achieve at different levels.
Good	<ul style="list-style-type: none"> The school has examples of outstanding marking, where teachers provide pupils with clear advice on how to improve and pupil comments show their understanding of how to improve. However, this practice is patchy across the school and therefore opportunities are missed for all pupils to have this understanding. Teachers give useful feedback to pupils about how they are doing and how they can improve their work. Marking is effective and most pupils are very clear about their learning targets. Pupils are not guided sufficiently to present their work neatly and accurately. The style of handwriting varies considerably across the school. The quality and regularity of marking has improved, but it is not always challenging enough to move pupils to an even higher level. Teachers write helpful comments, but these do not go far enough to provide extended challenge for the pupils. Too many persistent errors in pupils' work are
Requires Improvement	<ul style="list-style-type: none"> The marking of pupils' work has improved but is not always rigorous enough. In some classes, teachers provide detailed and helpful comments which explain what pupils need to do to improve. In too many cases, however, basic errors are not corrected and previous learning is not reinforced sufficiently. Teachers mark pupils' work regularly and frequently, but pupils do not always know enough about their targets. Teachers make detailed comments in their marking, but do not give pupils sufficient planned opportunities to respond with written replies or follow up on the guidance on how to improve their work. Some teachers' marking shows pupils how to improve their work; the quality is variable. However, it is inconsistent, as some marking does not provide clear guidance. Pupils are increasingly involved in checking their own progress. However, pupils are not always given the time to respond to

Appendix 3 : examples of dialogue marking

Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do question 4 again.	Can you see a pattern in your previous answers that will help you answer question 4?
Good work – What do you think is your next step?	You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?
28 is the wrong answer – try again.	28 is the wrong answer. Can you explain why?
Check your times tables.	What would happen if the numbers were 10 times bigger?
The last question is wrong.	Why is this 'not right?'
Which shape is the scalene triangle?	Can you explain which shape is a scalene triangle and why?
What number comes next?	What is the next number in the sequence? Can you explain the rule?
Try this next.	How could you use this skill when multiplying by a 3 digit number?

Examples of Challenges (CH)	Examples of 'Next Steps' (NS)
You have shown a good understanding of finding a fraction of a number where the numerator is 1. How will this help you finding fractions of a number where the numerator is greater than 1?	Finding fractions of amounts with numerators other than 1 (Stage 4)
Can you now read these numbers ie. 37, 49, 86	Read and write numbers to 100 (Stage 2)
How do you think you can use what you know about short multiplication to multiply by a 2 digit number	To use the formal written method of long multiplication (Stage 5)
How can you check if an angle is greater or smaller than a right angle?	To identify acute and obtuse angles (Stage 4)

Appendix 4 – Marking in RE

Marking and feedback within RE needs to be marked in line with this policy so that standards are always at least as good as they are in other core subjects. Marking should be consistently marked against the driver words for attainment levels. Marking should be regular in as much that almost all pieces should be marked by the class teacher. Examples of marking in RE are shown below for staff and leaders to evaluate the effectiveness of comments and feedback:

Positive Non-Specific	Positive Specific	Positive Developmental
<p><i>“Good bible work”</i></p> <p><i>“Excellent reflective work today”</i></p> <p><i>“Well done with your sources today”</i></p>	<p><i>“Well done you have compared the psalm with how God looks after His people.”</i></p> <p><i>“You have made good links with the sacrament of the sick and how we are called as Christians to look after them too.”</i></p>	<p><i>“Next time, try to explain why the symbols are used in the sacraments, for example-oil”</i></p> <p><i>“Explain why you have used certain examples from the gospels to show how to live a Christian life.”</i></p>

Negative Non Specific	Negative Specific	Negative Developmental
<p data-bbox="148 383 528 546"><i>“You need to present your work more prayerfully in your RE book.”</i></p> <p data-bbox="148 600 520 723"><i>“Be careful with your retell of the creation story.”</i></p> <p data-bbox="148 777 576 853"><i>“Is this all you did in our RE lesson today.”</i></p>	<p data-bbox="611 383 1027 506"><i>“You haven’t made links with the letter of St.Paul today.”</i></p> <p data-bbox="611 577 1023 701"><i>“You haven’t explained how Oscar Romero lived like Jesus.”</i></p>	<p data-bbox="1062 409 1394 486"><i>“Don’t use so many scripture quotes.”</i></p> <p data-bbox="1062 539 1437 701"><i>“You didn’t use many sources today in your work- you need to use more.”</i></p>