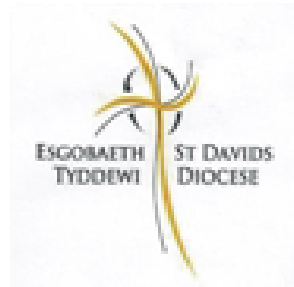


# ST. FLORENCE VC SCHOOL



**Believe, Achieve and Succeed Together**



## Effective Marking and Feedback Policy

# ST. FLORENCE VC SCHOOL

## EFFECTIVE MARKING AND FEEDBACK POLICY

### 1. Rationale

Feedback/marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child; teaching assistant to child; child to teacher or child to child. Written feedback may take the form of acknowledgement marking or in-depth marking linked to the planned learning.

### 2. Principles

Marking and feedback should be:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Be seen by pupils as useful and positive, showing pupils the next step
- Inform future planning./targets -shown on annotated plans
- Be accessible and inclusive
- Relate to Learning Objective and success criteria
- Be responded to
- 

### 3. Key Characteristics of Assessment for Learning

#### Explicit Learning Outcomes

Effective learning takes place when learners understand what they are trying to achieve and why it is important (context). Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning Objectives (LO) to the lesson as this gives focus enabling pupils to review their own progress and to see if they have achieved the objective. Teachers can choose to share the learning objective in different ways so that it does not lose its significance.

The learning objective should focus upon the learning not activities. Helpful learning objective stems include “to know” and “to be able to”.

For example:

- L.O To identify different fractions.
- L.O To use full stops correctly.
- L.O To know how a timeline is made.

Please note full stops are at the end of the LO model to make good examples.

## **Steps to Success (Success Criteria - SC)**

Developing a success criteria to achieve the LO will help provide the children with a framework against which to focus their efforts, evaluate their progress and discuss issues. Teachers and pupils will generate the SC.

We recognise that when children are involved in generating the SC they have more ownership of it.

Success Criteria at St. Florence VC School is referred to as *Steps of Success* and this will be shared in the majority of lessons.

Notes:

- *Steps to Success* should only be shared if it is going to add to the learning in the lesson.
- If *Steps to Success* are used this could be referring back to previous learning (e.g. a method in maths or “last time we looked at non-chronological reports what were the features?”)
- On occasions *Steps to Success* may be limited to the guided groups and may be different for the whole class focus.

Success Criteria focuses on the process or product and we recognise the difference in certain subjects. The criteria should help pupils achieve the objective.

Ideally this will be displayed in some way so pupils can refer to this during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils. *Steps to Success* may appear in books but this is not expected for every lesson as it can affect productivity within the session.

## **Questioning**

We value the importance of questioning and our key purpose is to develop learning and extend thinking. Key questions including prompting, promoting and probing are used. Wait or think time is essential to give all children the opportunity to think and respond. Talk partners are used to help children rehearse or scaffold their answers and to be inclusive.

Teacher use a variety of ways to involve children in the lesson and do not solely rely on hand up e.g. lollipop sticks for random selection, apps or software that select pupils at random.

For practical examples go to: [www.considerlearning.wordpress.com/questions](http://www.considerlearning.wordpress.com/questions)

## **Feedback**

The purpose of AFL is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Feedback will always be constructive and sensitive. Feedback will comment on the work rather than the child, although there may be occasions when it is useful to reflect on the child's attitude during lessons.

### Verbal

Most immediate and interactive form of feedback

Focus on being constructive and informative

Can be direct or indirect (targeted or not)

Whole class/group e.g. when marking one piece of work or shared at the start of the lesson.

If verbal feedback is given it should be indicated on the pupils work e.g. VF given.

### Self and Peer Assessment

We recognise the value of self and peer assessment. Teaching staff will employ their own strategies for self and peer assessment and use when appropriate. Any self or peer assessment will be completed in a coloured pencil or pen and initialled or signed.

## **Marking**

Marking is only of value if comments are read and responded to.

Teaching staff will check for learning work alongside pupils as often as possible.

When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking.

We recognise it is difficult for working at lower levels to read and respond so Foundation Phase are expected to build in more time for verbal feedback for example at the start of the lesson or during guided groups.

KS2 pupils will either initial comments or respond to marking.

Teachers should ensure that time is given for this and should employ their own system for managing it. It is critical that teachers explain and maintain the system.

All work marked by a member of staff should be in *green*.

Comments should model our handwriting policy.

*Staff should use their professional knowledge when marking and mark in-depth whenever needed to move the learning on. Staff should use next step or ways forward.*

Writing will be levelled each half term. The writing will be marked against the criteria scale (using the same sheet so that staff, pupils and parents can see a clear picture) and these levelled writes require in-depth marking according to this policy.

## **Maths/Numeracy**

Maths and other closed tasks should be marked with a tick or x. Teachers should limit the amount of x used and find an alternative response if many answers are incorrect. Pupils should be encouraged to leave incorrect answers so they can learn from them.

Some calculations or sentences that need correcting should be pulled into a response and highlighted in pink.

## **English and other subjects where appropriate**

We recognise the importance of whiteboard work and jottings which are an essential part of some lessons. In order to ensure this work is not simply lost, where it is relevant, teachers will provide maths and English jotters. Pupils can respond within these jotters without the constraints of the presentation policy.

Work in jotters will not be marked but may be used for AFL.

## **4. Rewards**

Teachers can establish their own reward system appropriate to the age and needs of the children in their class e.g. stamps, smiley faces, certificates etc.

## 5. Presentation

A4 book will be purchased at the start of the academic year, work should be underlined with a ruler. Pupils should be introduced to the date in Welsh and English and follow the handwriting policy.

### Foundation Phase

Date

LO

Title (where appropriate)

Start in the right place

Sharpen your pencil

Write neatly

One line to be drawn through any mistake (in pencil)

### KS2

Write your name if needed

Date – double underlined

LO – double underlined

Title as appropriate – double underlined

Present your work as requested by the teacher

Underline with a ruler

Draw a margin on lined paper, squared paper and in books with no margin



Use a sharp pencil to draw and write in a school pen

Write using your best handwriting (in line with the school handwriting policy)

One line to be drawn through any mistake in pencil with a ruler

*Felt tips are not permitted in books unless on a separate sheet.*

## 7. Agreed symbols to be used for the marking of work

/	Teacher has seen the work/work is correct
X	Incorrect work
^	Word missing
SP	Spelling mistake: Foundation Phase      Spelling and word correctly spelt in margin KS2                              Spelling
↔	Letter or number facing the wrong direction
~~~~~	Does this make sense?
□	Incorrect use of upper or lower case letter
	Finger space
//	New paragraph
△	Warning about unacceptable presentation
S	Work completed with some support from an adult
ST	Marked/unmarked by a supply teacher (in black ink)
VF	Verbal feedback
	Next Step

Should any supply teacher not mark a child's work, staff will simply write ST at the bottom of the piece and inform the Head Teacher,

## **Cynllun Marcio – Cyfnod Allweddol 2**

Dyma sut fyddai yn marcio eich gwaith

Eithaf da – Quite good

Da iawn – Very good

Bendigedig – Fantastic

Ymdrech dda – Good effort

Ardderchog – Excellent

Tria eto – Try again

Llawer gwell – Much better

Diddorol – Interesting

Gweddol – Fair

Gwaith taclus – Neat work

Gwaith anniben – Untidy work

Gwaith da – Good work

Esgeulus – Careless

Meddylia – Think

Gweithian'n galed – Work hard

Canolbwyntio – Concentrate

Edrycha dros dy waith – Check your work

Sillafu – spelling



Name: **Mrs Julie Davies**

Signature: *JA Davies*

Date:

Agreed by Governors

Name:

Signature:

Date:

School Council:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Signature:

Date:

Staff: Please date

