PHILOSOPHY

At St Columba's Catholic Primary School marking and feedback form an integral part of the teaching and learning process, enabling teachers to inform children individually of their *achievements*, *address misconceptions* and *celebrate good work*. Marking and feedback should focus on successes and areas of development against *learning objectives*, *success criteria* and individual targets enabling children to become reflective learners. This then *feeds directly* into *assessment* and *planning* to create a cohesive and efficient system.

REASONS FOR MARKING

- To recognise, encourage and reward children's efforts and celebrate successes with them.
- To provide a *dialogue* between teacher and child which provides clear, appropriate feedback, referring to the learning objectives, success criteria or personalised targets.
- To further develop children's confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be *corrected* or *improved*.
- To help pupils to develop an understanding of the standards they need to reach in order to achieve the next level.
- To identify pupils who are below or exceeding expectations and therefore require extra intervention or further *challenge*.
- To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school
- To involve parents in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning

EFFECTIVE MARKING AND FEEDBACK SHOULD:

- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded.
- Respond to individual learning needs.
- Indicate to what extent the learning objective has been met
- Be related specifically to the agreed learning objective, success criteria or individual targets.
- Give children regular opportunities to respond to their marked work.

- Have a clear distinction between comments relating to the child's achievement and their effort.
- Encourage and motivate pupils through realistic comments.
- Highlight what the next area for learning should be.
- Show pupils that their work is valued.
- Be used to inform the teacher's short and medium term planning of the next step.
- Show evidence of pupil's self and peer marking whenever appropriate.
- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the children.

ORGANISATION
- Work should be marked in green so that it can be easily identified.
- Any work from children will be in red.
- Children should be given time to review any marking and respond accordingly.
- They are familiar with: PINK is THINK and GREEN is GOOD.
- Children are encouraged and given time to answer any questions raised in marking.
- All staff will use the same marking codes and written feedback for the individuals, small groups and classes they work with.
- Distance marking (i.e. marking completed away from the child) should be accessible to pupils and teachers need to make sure that children can read and understand it.
- Children should be encouraged to self and peer-*assess* which includes leaving comments about the progress they/their peer has made.
- Stamps will make it clear if there has been any adult assistance.

EXPECTATIONS
- Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will be acknowledged or given detailed attention. Each child should receive some quality marking every week in Maths and English.
- Marking should focus on the success criteria for the learning objective or the child's individual target. The emphasis should be on the success against the learning objective and improvements needed against that learning objective and/or pupil targets.
- School has purchased a range of stamps in order to make marking more manageable for all staff, these will assist in the marking process but will not be used as replacements.

- Marking and feedback will be different according to the age, maturity and language development of the children. At St Columba's the development in the complexity of marking and feedback has been identified so that staff are aware of expectations for each year group. Children with SEN may benefit from the kind feedback normally given to younger children as this is more accessible to them.

ENGLISH AND MATHS

A comment or stamp to indicate whether or not the child has met the learning objective should appear on every piece of work. The expectations are then that children's work is 'quality marked' with feedback marking on two occasions per week in English and Maths. Children should then be given opportunities to respond to the marking and evidence of this included in the books. *English marking* should appear in *Foundation subjects* as well as *English* books.

Foundation Subjects

A brief comment or stamp to indicate whether or not the child has met the learning objective should appear on every piece of work. There should be at least one instance of 'quality marking' **relating to the skills of the particular national curriculum subject** at least once per half term. Children should also have opportunities to respond to these comments.

MARKING COMMENTS

When providing children with feedback to extend/consolidate their learning, children should be informed of aspects of their work that have met the learning outcome well as well as steps for improvement. These 3 should, where possible, relate to the success criteria for the lesson and have an impact on children's learning in the future. Teachers may choose to use the 'one/two stars and a wish' model to structure their feedback. Comments should be focused and in child friendly language and, where appropriate, refer to the child targets

Useful comments are:

A reminder prompt: e.g. What else could you include here?

A scaffolded prompt: e.g. What were the man's eyes doing? The man was angry so he… Describe the expression on the man's face.

An example prompt: Circle the calculation that is correct:

20% of 100 = 20 / 20% of 80 = 20

Comments relating to effort should be clearly different to those relating to achievement. Comments relating to effort should be positive but also realistic and sincere.

SELF-MARKING

Wherever possible, children should engage in self-marking or annotating of their own work so that they may receive minute-by-minute feedback about how they are progressing through the lesson. Pupils should be given regular opportunities to self/peer evaluate their own and others' work so that it becomes embedded in every day practice. Within lessons, children should be given time to reflect on their learning and identify their own successes and look for improvement points.

WRITING

Extended writing should always be marked with an extended comment relating to the success criteria for the particular genre or comments relating to the child's writing targets. Comments may also refer to word/sentence level features. Marking should indicate how well the learning objective has been met and highlight the next step. Time should be planned for children to respond to marking.

MARKING CODE

A simple marking code is used to help staff, particularly staff working on supply within the school, and to help children identify what marking means about their work. This code should be displayed within the classroom and is part of the supply teacher's pack which they are given when they come to the school.

Policy agreed by Governors on	October 2017
Signature of Chair of Governors	Mr M Fleming
Signature of Head Teacher	Miss M Evans
Date to be reviewed	October 2018

Marking Code

(May 2015)

√ - Correct or a good bit.

C – Correction/Try again.

? – I don't understand.

Sp – Spelling error (Do LSCWC x3)

Λ – Missing word.

Use of **RED** pen

(children's editing/corrections)

_____ -Grammar or punctuation error

VB – Verbal feedback given

M –Merits given. (Juniors)

☺ -Smiley face given (Infants)

Highlighted area:

PINK is THINK

GREEN is GOOD