



ST THOMAS A BECKET R C PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

DATE OF LAST REVIEW: **NOVEMBER 2017**

AGREED BY GOVERNORS: **NOVEMBER 2017**

SHARED WITH ALL STAFF: **DECEMBER 2017**

FREQUENCY OF REVIEW: **ANNUALLY**

DATE OF NEXT REVIEW: **DECEMBER 2018**

OUR MISSION STATEMENT

St Thomas a Becket School is a primary school of the Roman Catholic diocese of Southwark.

The aim of the school is to offer excellence of education in accordance with the teaching of the church and to value and develop each child's potential in a community in which every member is fully respected.

We try to ensure that this is done by:

- praying together
- valuing the experiences of each member of the community
- being a caring, forgiving community
- living and working and playing together
- by encouraging the children to achieve the best of their ability

1 BROAD AIM

Feedback is at the core of assessment for learning in that it acknowledges achievement while at the same time pointing the way forward for pupils by identifying next steps or improvements. To be effective, feedback must be made in relation to the learning objectives and/or pupil targets. It must be given in ways that pupils can understand and act upon.

2 EXPECTATIONS

Feedback (oral and/or written) and marking should be:

- Regular, relevant and understood by learners
- Often positive and always designed to enable progress
- Resulting in a visible impact
- The beginning of a dialogue/intervention, when required

3 PARTNERS

Teachers are not the only people who can mark and provide feedback. Whilst they are the lead professional with responsibility for ensuring that all learners make progress, others can play a valuable role in terms of feedback and marking. However feedback and marking provides a key

opportunity to personalise learning so as to provide developmental next steps for all learners to achieve their potential.

Teaching assistants should be involved on a daily basis in the process of feedback and marking. Written comments, directed to the learner, should be recorded where a child has been supported with a task. These comments should address both how the child worked and also what the child has managed to produce. This should provide feedback to the child, as well as enabling the teacher to interpret the level of support and success the child had.

The learner has a fundamental role to play in feedback and marking. If dialogue is to occur then pupils should complete differentiated tasks at the beginning of every lesson, linked to the outcome of the previous lesson. Such an approach is vital if we wish to develop learners who are independent and self-motivated. There should be an expectation that the norm for pupils is to have to respond in some way to the teacher's feedback and marking.

Other children can play a valuable role in commenting upon and responding to the learner's work. If children are provided with clear criteria and guidance from the teacher, they can contribute much to the learner's understanding of what they have done well and where they need to go next.

Parents are a key stakeholder in the child's development. From time to time throughout the year, parents will want to understand their child's strengths and weaknesses in the various subject areas. The feedback and marking of the child's work will help to enable this. However, it may also

be appropriate for parents to record their comments about their child's learning too. This may take the form of comments within the reading record, homework book, end of year report and if their child's work has been selected during a Presentation of Work assembly.

KEY STAGE 1 MARKING FEEDBACK

2017-2018

It's all about professional integrity

For me, professional integrity boils down to one key rule: a teacher who places marking their books properly at the heart of their practice is a teacher who possesses professional integrity.

The reasons you should prioritise marking above every other facet of the role are manifold, but simple enough. Firstly, what is the point of children doing the work if no one reads it? None. Like the tree in the forest that falls when no one hears it when a child writes a piece of work *for you to read*, and you do not read it, it is, to them, like they haven't written it at all.

Phil Beadle : This excerpt is from Phil Beadle's essential and irreverent guide to the classroom, How to Teach

All work should be dated in all books

Lots of award stamps and short comments to be used to praise the children's efforts.

Next Steps stamp used to:

- **Remind/advise a child to edit their work/applying knowledge/skills**

Eg: "Daniel, remember to use capital letters for the beginning of your sentences, please."

(**Next Steps Achieved** stamp given if next piece of work has evidence of this.)

- **To move a child on**

Eg: "In your next piece of writing, can you use more key WOW adjectives which illustrate the character, Daniel?" "Try this one again. Find a different way of making 5."

(**Next Steps Achieved** stamp given if next piece of work has evidence of this.)

Learning Question used to:

- Apply knowledge/skills, challenge the learner.

These can be used much more in Maths but also in English and other subjects.

LQ: Ask the children to apply it to what they have learnt.

Amount of LQs and Next Steps

LQs: 6 per night (group the LQs, all get the same)

Next Steps: 12 per week (can also be grouped)

Please make time for the TAs to go over **Next Steps** and **LQs**, particularly with the Higher Ability Children.

The process by which the children have to record in their books will become easier as the year goes on. I am very aware that this is much harder this term, especially in Year 1 and indeed, for some children in Year 2.

Codes for Marking Feedback	
IW	Independent work
TA	Teacher Assistant Support
T	Teacher Support
FG	Focus Group
LQ	Learning Question
Next Steps Stamp	Child to edit their work moving the child on
Next Steps Achieved	Used when evidence is shown from Next Steps
Purple Pen Year 2 onwards	Children's response to achieving their Next Steps target

The marking in KS1 in English must show how you intend to move the children on.

- How do the children know what they have written has achieved part or all of the Learning Objective?
- Writing a positive comment is obviously key but where does it go from there?
- Modelling, shared writing, editing, working as a whole class on one child's piece of writing.
- We need to show evidence of what happens to the writing next.

KEY STAGE 2 MARKING FEEDBACK

2017-2018

It's all about professional integrity

For me, professional integrity boils down to one key rule: a teacher who places marking their books properly at the heart of their practice is a teacher who possesses professional integrity.

The reasons you should prioritise marking above every other facet of the role are manifold, but simple enough. Firstly, what is the point of children doing the work if no one reads it? None. Like the tree in the forest that falls when no one hears it when a child writes a piece of work *for you to read*, and you do not read it, it is, to them, like they haven't written it at all.

Phil Beadle : This excerpt is from Phil Beadle's essential and irreverent guide to the classroom, How to Teach

All work should be dated in all books

Lots of award stamps and short comments to be used to praise the children's efforts.

Next Steps stamp used to:

- **Remind/advise a child to edit their work/applying knowledge/skills**

Eg: "Daniel, remember to use capital letters for the beginning of your sentences, please."

(**Next Steps Achieved** stamp given if next piece of work has evidence of this.)

Eg: "In your next piece of writing, can you use more key vocabulary to demonstrate how Jim feels towards those new characters he meets.

(**Next Steps Achieved** stamp given if next piece of work has evidence of this.)

Learning Question used to:

- Apply knowledge/skills, challenge the learner

These can be used much more in Maths but also in English and other subjects.

LQ: Ask the children to apply it to what they have learnt.

Amount of LQs and Next Steps

LQs: 6 per night (group the LQs, all get the same)

Next Steps: 12 per week (can also be grouped)

Please make time to go over **Next Steps** and **LQs**. Please use Teacher Assistants to support this.

Codes for Marking Feedback	
IW	Independent work
TA	Teacher Assistant Support
T	Teacher Support
FG	Focus Group
LQ	Learning Question
Next Steps Stamp	Child to edit their work moving the child on
Next Steps Achieved	Used when evidence is shown from Next Steps
Purple Pen Year 2 onwards	Children's response to achieving their Next Steps target

The marking in KS2 in English must show how you intend to move the children on.

- How do the children know what they have written has achieved part or all of the Learning Objective?
- Writing a positive comment is obviously key but where does it go from there?
- Modelling, shared writing, editing, working as a whole class on one child's piece of writing.
- We need to show evidence of what happens to the writing next.

Religion

All of the above is applicable; however it is also important to note that when responding to children's recounted experiences and personal reflections, the teacher's response shows sensitivity and empathy to the content of the child's work.

Teachers also look for AT 1: Learning about Religions as well as AT 2: Learning from Religion. AT1 ensures that teachers know how pupils refer to how pupils develop their knowledge, skills and understanding with reference to:

- Beliefs, teachings and sources;
- practises and ways of life;
- forms of expression.

AT2 enables teachers to understand how pupils, in the light of their learning about religion, express their responses and insights with regard to questions and issues about:

- identity and belonging;
- meaning, purpose and truth

4 GOOD PRACTICE

- Teachers do not need to correct every error in written work. Key areas should be common spelling, grammar and punctuation errors, which the child should know.
- Teachers should not write corrections on top of the child's writing, but in the margin or above the word, so that the child can see the original error as well as the correction.
- Marking can be in a coloured pen to correspond with the pencil, or the blue pen of the child.
- Children should be given regular opportunities to edit their own written work, and to edit and improve each other's work in **purple** pen during the lesson
- When work has been supported by an adult this needs to be made clear in the child's book.

5 PLANNING AND SUCCESS CRITERIA

When planning an extended piece of work around a genre, teachers plan, set and discuss the **Success Criteria** with the children. Pupils in Year 5 and Year 6 can begin to discuss their own criteria based upon the objectives set for the genre of the extended piece of writing. With the Success Criteria table, the child can award themselves to ensure that the plan is correct and has met the LO.

6 PRESENTATION

Presentation at St Thomas a Becket RC School is of the utmost importance. We pride ourselves on our high expectations, of both staff and pupils. Handwriting and presentation in all areas of the curriculum is a central part in this.

Presentation is an integral part of book monitoring. We look to see if the children take pride in their work as well as demonstrating their outstanding attitude towards learning across all subjects.

(Please see the Presentation Policy)