

St Patrick's Catholic Primary School

MARKING AND FEEDBACK PROCEDURES

OUR MISSION IS TO FOLLOW THE LOVING EXAMPLE SHOWN BY JESUS CHRIST.

AIMS

- To give feedback to pupils which enables them to make good progress in their learning
- To encourage children to take responsibility for the quality of their work and to reflect on their future learning
- To enable teachers to use their professional judgement regarding the best form of feedback to give

FEEDBACK TO CHILDREN

Teachers at St Patrick's Catholic Primary School are responsible for ensuring the feedback they give children makes a positive difference to the learning outcomes of the pupils they teach. Teachers use their professional judgement in deciding what form of feedback will be most effective, whether that be an oral comment, peer-to-peer feedback or a written comment and they ensure this is **motivating, meaningful** and **manageable**. They consider the clarity and usefulness of comments in helping every child to make progress.

Feedback at St Patrick's:

- is given regularly
- is adjusted to the needs of each child
- is appropriate to the task
- is specific about what a child has done well
- seeks to challenge and deepen learning
- identifies what a child needs to do in order to make progress
- supports each child through their learning journey

There are many forms in which feedback may be given. It is the teacher's role to assess work regularly and decide which is the most effective form of feedback to move the learning forward, given the context of the child, task, age and subject. Feedback at St Patrick's may include:

- 1:1 pupil conferencing
- Oral group feedback
- Oral class feedback
- Peer to peer feedback
- Self-checking and assessment
- Clear and concise written comments or questions
- An effort comment, rewards and praise

There is no requirement to indicate when oral feedback has been given.

MARKING

“Marking should serve a single purpose – to advance pupil progress and outcomes. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.”

Dawn Copping, Chair Report of the Independent Teacher Workload Review Group, March 2016

Effective marking will:

- include short challenges rather than extensive comments
- include teacher intervention (eg. model of calculations and other scaffolding; questions for children to consider and respond to in their work; harder challenges; action points; and next steps)
- be used to inform future planning and teaching
- support teacher assessment

There is no expectation for a teacher to mark or comment on every piece of work from every lesson, providing outcomes are checked and feedback given. The teacher must decide which pieces of work, or sections of work, would benefit from marking in order to promote learning.

SUPPLY TEACHERS AND TEACHING ASSISTANTS ARE ASKED TO INITIAL CHILDREN’S WORK WHEN MARKING.

MARKING SYMBOLS

Staff use shared symbols when marking to help make feedback clear and concise. Teachers are responsible for ensuring all pupils understand these as a means of indicating success or areas for development. Shared marking symbols are included in Appendices 2 and 3. Teachers may include additional symbols if these are fully understood by their class and they promote learning.







MOTIVATING CHILDREN TO SUCCEED

Children need to take responsibility for their learning and have some level of ownership in order to stay motivated as learners. Therefore:







- Children are supported in developing independent drafting, proof-reading and editing skills.
- Green pens are used by children when proof-reading their writing to edit and improve minor errors and inaccuracies or in other subjects where revisions or corrections may be helpful to learning.
- Children are expected to produce work of the highest quality possible.
- Staff expect children to take responsibility for age-appropriate correction of basic errors.
- Teachers do not correct all errors, but instead, provide additional opportunities to teach, model and practise until such skills are embedded.
- Interventions such as ‘Reds and Blues’ (whereby children write all capital letters in red and all full stops in blue) may be used as short-term measures to focus children on punctuating accurately.
- Succinct success criteria (‘Steps to Success’) focussing on skills and written in child-friendly language, may be used as a tool to help children check their progress against desired outcomes.

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Appendix 1: KS1 Marking Symbols

Symbol	What this symbol means
/	Finger spaces
	Full stops
	Capital letters
H	Handwriting not formed correctly
	Word spelt incorrectly (use word wall and word books)
^	Missing word or conjunction
,?!	Comma. question mark or exclamation mark
[]	This doesn't make sense
//	Paragraph
	Can you think of a better word?
	Orange box to identify paragraphs to redraft
	Highlight where you have met your target Use green biro to edit your work

Appendix 2: KS2 Marking Symbols

Symbol	What this symbol means
S	Work supported by an adult
P	Punctuation
H	Handwriting
	Openers
	Improve vocabulary
	Word spelt incorrectly (in pen or orange highlighter)
	This doesn't make sense - redraft
^	Missing word
* Exp	Expand ideas
//	New paragraph
	Orange box to identify paragraphs to redraft (Purpose & Audience)
	Highlight where you have met your target Use green biro to edit your work

Appendix 3: Early Years Marking Symbols

Baseline:

Symbol	What this symbol means
Symbol for Observations/Assessment	
CI	Child-initiated An activity or experience sought out or chosen by the child. An adult may interact with the child to develop or extend the learning.
AL	Adult-led A task or objective that is guided or supported by an adult.
I	Independent A task or objective provided by the adult that the child has completed without any help.

Post-Baseline:

Symbol	What this symbol means
Formal teaching	
S	Your work has been completed with support
I	Your work has been completed independently
Symbol for Observations/Assessment	
CI	Child-initiated An activity or experience sought out or chosen by the child. An adult may interact with the child to develop or extend the learning.

For the purpose of observations the areas of learning will be indicated by the following:

Prime Areas	PSED	Personal, Social and Emotional Development
	CL	Communication and Language
	PD	Physical
Specific Areas	L	Literacy
	M	Mathematics
	UW	Understanding the World
	EAD	Expressive Arts and Design