

## Marking & Feedback Policy

### Saint John Fisher Catholic Voluntary Marking & Feedback Policy

#### Mission Statement

*This Mission Statement reflects the views of our pupils, staff and parents*

*'For I know the plans I have for you; plans to give you hope and a future.'* Jeremiah 29:11

I know that God made me and that he loves me very much.

I want to grow in God's love and be the best that I can be.

- Every day I will get to know God better in prayer and meditation
- I will always follow the school rules because I know that they are there to help me and to make this a happy school where children can learn
- I will show care and respect for everyone I meet at all times
- I will always try my best, even when I find things difficult
- I will come to school every day unless I am really too ill to attend
- I will always tell the truth, even if I have done wrong
- I will take care of the school building, grounds and everything in it
- My parents and everyone who works at Saint John Fisher will work together and always try their best to help me make the most of my God-given talents

#### Marking & Feedback to Pupils

##### Oral and Written Feedback

We have a policy of constructive marking that is intended to consolidate and extend learning and help pupils develop confidence. It is linked to next step thinking and uses small yet constructive additional tasks to practise, consolidate, or extend knowledge and skills.

In order to ensure that the children are proactive in their learning, we encourage children, from the outset, to review their own work against their targets and to engage in peer to peer marking in a positive and constructive way and at a level appropriate to their age and ability. We encourage pupils to be the first markers of some pieces of work.

##### 'Read-it; Red-It'

We have a 'Red-It, Read-It' (with a frog logo) red and green marking system. A 'Read-It; Red-It' banner is on display in all classrooms to promote a consistent approach to marking.

All teachers mark in green and pupils respond in red.

##### Red Reflection

This is an essential opportunity for children to genuinely reflect, discuss and take ownership of their learning and for teachers to assess groups and individual learners. At the end of their work children are given five to ten minutes to reflect on their understanding through collaboration and in the case of written work, talking through whether or not they have applied their targets and if not, where they could have done. They should not be writing their 'Read-It Red-It' at this point. At the end of the ten minutes discussion they should be allocated five minutes 'Read-It; Red-it' time to write a comment about their learning, using a red pen or pencil crayon. This is also an essential period for the teacher's assessment for learning (AFL) . By moving around the classroom, listening in and, if necessary, facilitating these discussions, they can form a view of what learning has taken place for individuals/groups of learners and annotate to inform their next lesson.

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In EYFS/Y1/SEN, quotation marks indicate the child's own words about their learning. For example, if a teacher has asked the child to read back their written work, the quotation marks indicate the child's own words, even if grammatically incorrect.

Teachers give developmental feedback in green. For example:  
Well done on remembering to use capital letters and full stops.  
Enrich your descriptions through using more adjectives and adverbs.  
The ----- boy went ----- to school.

Well done, now complete this sequence 7,14,21, --, --, --

At the start of their written work the children are given 5 minutes to respond to the teacher's marking in red.

Frequency:

All supply teachers are expected to mark all the work the children do in their lessons in accordance with our marking policy.

All teachers must acknowledge children's work in some way e.g. a tick or a stamp.

All books should be colour labelled on the spine Green= HA, Yellow= MA, Red = LA according to their KS1 results and regardless of the ability group they are currently working in

In order to make marking time manageable, however, Classteachers may choose carry out the more detailed developmental marking on a rota basis. They should mark at least 3 pupils from each ability range in detail, as this will inform them as to the success of their own teaching of that group and inform future planning. This must be done on a rota so that each child receives detailed feedback on their 3<sup>rd</sup> piece of work.

Clear Success Criteria

We mark work against criteria that has been made clear to the child from the outset of the task and taking into account their targets from their previous assessments. Sometimes this will take the form of oral feedback.

Clear Cross-Curricular success criteria and feedback

We reinforce Literacy skills across the curriculum and this is reflected in our marking and oral feedback. We provide Literacy feedback for a piece work that has been done for another subject, for example History, but make clear which feedback applies to the other subject and which applies to the Literacy skills, e.g.

History: You have demonstrated a good understanding of the break with Rome and the dissolution of the monasteries.

Literacy: Your arguments would be even more persuasive if you used paragraphs to organise your ideas. Use // symbol to identify where you could have started a new paragraph

We apply the following symbols consistently across the school and the children are regularly reminded how to respond:

Absent = child is absent

C= Copy writing

CI= Child initiated i.e. child has chosen to do the work (EYFS/Y1/SEN)

SR = Child Initiated and self-resourced (EYFS/Y1/SEN)

GP Guided Practice (directed by adult)

DI = Direct Instruction

PT = Partner

I Independent

ST = Supply Teacher

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Spelling error (no more than three spelling errors are highlighted in any one piece of written work.)

Response:

The teacher writes the correct spelling to copy or the child finds the correct spelling in the dictionary writes it underneath that piece of work. They check with the teacher that they have written the correct version and then write it out three times.

Grammatical errors (No more than two grammatical errors are highlighted in any one piece of written work.) are highlighted for the child to correct as appropriate.

// = new paragraph needed.

Th = (no more than three words highlighted in any one piece of written work) a more suitable alternative might be found in the Thesaurus.

Response:

The children use a Thesaurus to find a suitable alternative write alternative over the original word.

Signed.....

To be reviewed Oct 2016