

## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL FEEDBACK AND MARKING POLICY

*Effective feedback is the most powerful tool for helping children make progress.*

Effective feedback at St Joseph's Catholic Primary School ensures children know what they need to focus on next in their learning and takes the forms of the following:

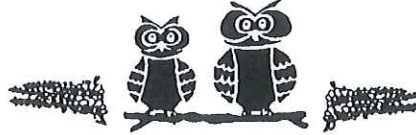
- 'Marking'
- Using visualisers/visualiser app on ipad
- Response partners and circles
- Peer coaching
- Teaching mini lessons

### Marking

Secretarial Features	Word and Sentence	Composition and Effect
<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Spelling</li> <li>• Punctuation</li>   <li>• Layout                             <ul style="list-style-type: none"> <li>- Margin</li> <li>- Finger space</li> <li>- Date on line</li> </ul> </li>   <li>• Quantity e.g. fill a page</li>   <li>• Using:                             <ul style="list-style-type: none"> <li>- Criteria on a given list</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Using:                             <ul style="list-style-type: none"> <li>- 'good' words</li> <li>- words on a list</li> <li>- 'high level connectives'</li> </ul> </li>   <li>• Using varied:                             <ul style="list-style-type: none"> <li>- sentence openers</li> <li>- sentence types</li> </ul> </li> </ul>	<p><b>Success is measured by:</b></p> <ul style="list-style-type: none"> <li>• reads well/sounds good</li> <li>• well chosen words</li> <li>• crafted sentences</li> <li>• the overall impact</li> <li>• effect on the reader</li> <li>• creates desired effect e.g. makes the setting real</li> <li>• builds character</li> <li>• creates tension/suspense</li> <li>• made me want to read on</li> <li>• well organized and interesting information</li> <li>• hooked me in</li> <li>• argued the case well</li> </ul>

Marking throughout the school should demonstrate shifting across the three areas depending on the individual child's need. All marking is set against the Learning objective for the lesson and/or the Success Criteria to achieve the objective.

Learning to love, loving to learn.



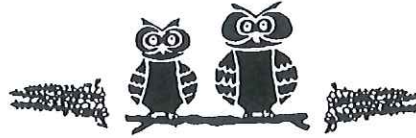
## Core strategies









- respond as an interested reader – use child’s name
- interweave feedback through the writing throughout the week by providing focused questions to move the learning forward.
- all writing should be done on the right page of the book (left hand side page to remain blank)
- highlighters (two colours) – Green (for growth) : identified areas of work that needs polishing  
Pink (tickled pink): identified areas of work that are successful in relation to the LO.
- A gold pen: to underline aspects of the child’s work which demonstrates ‘mastery’ in the subject area, showing evidence that the child is working beyond the national age related expectations of their year group.
- Success Criteria, Word banks, and targets to be stuck in books using the ‘stickmarkboom’ assessment for learning stickers.
- Incorrect spelling to be underlined
- dot in the margin to indicate editing point e.g. full stop
- polishing pens (purple pen of progress): for children to respond to focused questions and ‘next steps’ marking.
- immediate improvement in the written piece – and into the next one
- praise effort and strategy
- cold task to be completed on blue paper prior to new learning
- hot task to be completed on red paper following new learning
- over time ownership is shifted from the teacher to the child to make it more effective.

These strategies have been implemented as feedback should be positive and the praise given should leave the learner encouraged. It should also provide the learner with identified aspects to improve, this should follow the philosophy of teaching by illustration showing the learner how to improve. Feedback should require a response from the learner e.g. child signs/replies and edits, creating a dialogue. Feedback can be whole class, group, paired, or individual and often leads into mini lessons of any common weaknesses or misconceptions.

The above strategies are to be introduced gradually in KS1, and expected by all in KS2. Prior to the implementation of all the above strategies the following marking code is used within KS1. Where appropriate this marking code may be extended into KS2 These symbols are used to identify next steps to learning for children who are not yet ready for dialogue.

Learning to love, loving to learn.



Symbol	Meaning
	Full stop
	Capital letter
	Sound out this word
	Leave a finger space
	Handwriting
	Learning objective met
	Learning objective partially met
	Learning objective not met

### Visualisers

These can be used for whole class or guided feedback across the curriculum. In turn this encourages a greater depth to proof reading and consolidating teaching points. The class as a whole or focus groups can engage in deep discussions regarding the best bits and explaining why they are good, as well as encouraging children to take on the teacher role and identify areas for improvement. Both of which encourage an eye for detail alongside higher level thinking skills. This can be particularly effective when comparing cold and hot tasks in literacy.

Examples of visualiser use within the classroom:

- an already marked piece of work
- an example written by the teacher
- the child to lead the way through their work
- dots in the margin
- an unmarked piece of work
- a child to show a sample of their target
- a child to show an example from toolkit
- a child to show their weakest sentence and everyone suggests improvements



Learning to love, loving to learn.



## Response partners

Partner work is an essential part of developing learning through peer dialogue. Children work in pairs to develop their learning, provide ideas and help and support one another. A child will read their work to their partner with the expectation of the partner to listen carefully and discuss elements they like. The partner then has the opportunity to provide suggestions for improvements.

Alternatively the child may listen to their partner read their work aloud to allow them to hear how the work sounds to the reader. From this both partners can identify and compare suggestions for improvement.

Following improvement, it is important to re-read the work together again, to ensure that it sounds better.

## Peer coaching

As a result of ongoing AfL each child is aware of aspects of the learning they are secure in and areas which require further development. Peer coaching allows the teacher to identify a child who is confident with a particular aspect of the learning and team them up with one or more children who require further support. The child acting as the 'coach' explains and shows what needs to be done, consolidating their understanding in addition to supporting others.

## Mini Lessons

These can be conducted in a number of ways. In regards to writing the need and focus will commonly derive from the cold task given to children prior to embarking upon a new topic. From the toolkit that is produced by the cold task a series of mini lessons may be required. These can take the following forms:

- Short very focused sessions on a common need.
- Teacher determined – everyone involved.
- Teacher determined – offer a number of sessions and children can opt in.
- Child determined – children request sessions on aspects of concern.

These mini lessons allow the teacher to pick up on errors and misconceptions and teach through correct modeling immediately. It is important that the impact of these lessons are 'fed forwards' so that children take care with their next piece of work. When feeding back it is important to highlight these aspects as 'next steps' for the learning.

**POLICY REVIEW TERM:** BIENNIAL

**Policy Reviewed:** June 2016

**Next Review:** June 2018