

St. John Bosco Marking Policy

Aim

At St. John Bosco Catholic Primary school we aim to provide:

- A whole school framework for effective marking and feedback that directly contributes to raising the achievement of all pupils.
- Encourages dialogue between children and adults regarding the progress, success and areas to target.
- Standardisation and consistency of practice throughout school.
- Guidance to staff on the purpose, types and frequency of effective making and feedback.

1. Introduction

1.1 At St. John Bosco Catholic School, feedback is defined as a response to children's work. This can be marking, discussion and formal or informal meetings.

1.2 We believe that is through effective feedback that formative assessment information can be utilised to support planning, target setting and achievements. It encourages children to reflect on their own achievement and to celebrate success.

1.3 We value the success, achievement and progress of every child and that every child in school can learn and achieve their full potential. We believe that effective marking and feedback is an essential opportunity for:

- Children to know how well they have done, and what they need to do next
- Children to feel happy about success and confident to extend themselves
- Teachers to assess and evaluate children's progress against a specific learning objective/success criteria which are shared with children
- Teachers to celebrate, reinforce and challenge according to the teachers awareness of the child's need for recognition, and feelings of success
- Parents, through a review of their child's work at Parent Consultation meetings, reviews etc. to be aware of the progress their child has made over time.

1.4 All work will be marked in depth on a 5 way cyclical rotation.

2. The purpose of marking and feedback

2.1 Demonstrates children's knowledge and skills achieved.

2.2 Indicates where revision or repetition is needed.

2.3 Indicates the next steps for learning.

2.4 Sets the context in which the work was undertaken e.g. 'you have worked well with your partner.'

2.5 Acknowledges achievement.

2.6 Informs future planning.

2.7 Informs changes in medium or short term planning.

2.8 Establishes a pupil/teacher dialogue about learning.

3. Effective marking and Feedback

Effective marking and feedback takes place when:

- 3.1 Comments identify what has been done well and what still needs improvement.
- 3.2 Guidance is given on how to make the improvement.
- 3.3 Time is put aside for the improvements to take place and for pupils to follow up the comments as well as part of the overall learning process.
- 3.4 Marking focuses on the specific learning that has taken place and is related to the objective.
- 3.5 The Marking and Feedback policy is consistently followed by teachers across the whole school.
- 3.6 Teachers use the agreed Marking Code.
- 3.7 Success criteria is shared with the children which refers to the learning objective.

5. Written feedback

Written feedback should refer to the learning intention for the lesson and where appropriate to the child's individual target(s).

Comments may be written part-way through or at the end of a piece of work, depending on the layout of the work.

Written comments should be positive and constructive, so that the child understands how their work or performance can be improved.

If the teacher marks a piece of work without the child present, time should be given to allow the child to read the feedback provided and where appropriate act upon it.

All written comments should be clear, legible and neat in a handwriting style consistent with that being taught to the children.

In summary, you should:

Identify **what** has been done well

Explain **why** it has been done well

Then:

Identify **what** could be improved

Explain **how** it could be improved.

6. Next step marking

6.1 Next step marking should be used periodically in all subject areas to extend learning and must be differentiated appropriately.

6.2 Time is given for the child to respond to the 'next step' prompt, thus enabling them to consolidate, improve, extend their work/thinking/understanding.

6.3 *Next step reminder prompt:* suggests what could be improved

i.e. Say more about how you feel about this character.

Prove $\frac{4}{9}$ is smaller than $\frac{1}{2}$.

6.4 Next step scaffold prompt: structure a response for support

i.e. Can you describe how the main character is a good person?

Describe something that happened which showed you the character was a good friend.

He showed me he was a good friend when...

If $\frac{3}{5}$ is equal to $\frac{6}{10}$, then $\frac{3}{5}$ must be bigger than $\frac{5}{10}$. Using this example, explain why $\frac{4}{6}$ is bigger than $\frac{1}{3}$.

6.5 Next step example prompt: reinforcement as it gives the children a choice of words or phrases.

i.e. Choose one of these or one of your own:

He was a good friend because he is kind/thoughtful/patient.

Two of the following fractions are equal to $\frac{1}{2}$. Circle them $\frac{2}{4}$ $\frac{3}{5}$ $\frac{4}{8}$ $\frac{5}{9}$.

7. Peer Marking

7.1 From the Early Years children are encouraged to support each other, verbally feeding back on learning and achievement.

7.2 Older children should be given the opportunity to act as response partners and pair mark work. This should be indicated using 'Peer Assessment' stickers.

7.3 Children should indicate what has worked well in relation to the learning objective and success criteria and what needs to be improved.

8. Verbal Feedback

8.1 This means the discussion of work and direct contact with the child.

8.2 A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent.

9. Role of the Governing Body

9.1 The Ethos and Curriculum sub-committee of the Governors will monitor the outcomes from this policy. The full Governing Body will subsequently evaluate the policy

10. EYFS

10.1 In the EYFS as well as comments, 'Pedagog' stampers are used to identify what children's next steps are for learning e.g. finger spaces, full stops. These stampers are also used as part of success criteria, so children have a good understanding of their meaning and recognise what they need to remember next in their learning.

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Headteacher: E. Masterson

Chair of Governors: M. Powell

Marking codes

Symbol	Details
CL	Capital letters
○	Significant mistake to be corrected by the child
I	Independent
TS	Teacher support
T	Target
PW	Paired Work
☺	Positive response in relation to learning objective
<i>Signature</i>	Work initialled by teaching assistant or supply
V	Verbal feedback
FF	Fred Fingers
	Learning objective not met
	Learning objective met

'Pedagog' Stampers

