



Sacred Heart Primary School

Marking and Feedback Policy

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their learning. Marking will also provide focused feedback on the learning intention/ success criteria for that lesson whenever appropriate. Research shows that children who sustain effort over time will achieve outstanding results. When children succeed at a task, praise should be directed at their efforts and strategies and detail what the next steps should be. Equally, if children fail at a task, feedback should be given about effort and strategies and what the next steps should be. The school policy will provide standardisation and consistency of practices throughout the school. The implementation of the policy is the responsibility of all staff.

The nature of marking:

Marking should be constructive and make a difference. All learning should be acknowledged.

Marking can be done by the teacher:

- To indicate achievement and effort in relation to the learning objective/success criteria
- To show children how they can improve their learning
- To enhance the child's self-esteem
- To aid teacher assessment

Marking/Self-Assessment can be done by the children:

- To encourage independent learning through self-checking
- To be more critical in their approach to their learning
- To aid teacher assessment
- Using checklists to help children know how they can improve their learning
- Using peer marking

Marking done by the teacher

Verbal

This means discussion of learning and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written mark or comment.

Written

This means notes or comments with the use of symbols. Marking should serve as a permanent record for the child, teacher and parent and outside agencies when required. These should include specific improvement suggestions focusing on:

- The effort made and the strategies used
- The qualities of the child's learning
- Specific ways in which the learning can be improved e.g. use of a scaffolding comment
- Improvements that the child has made compared to his/her earlier related learning
- Highlighting of success criteria for the lesson

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups and within special assemblies. Achievement is also recognised by sending the child to the head teacher or other teachers for praise.

Corrections

Not every written mistake will be corrected. To correct everything is seen as counter-productive to child motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. Corrections should link to the learning intention/success criteria. However, other non-related errors that a child consistently makes should also be corrected as appropriate. For re-draft and display purposes children's learning may be copied out, spell checked and amended to produce a 'final' copy, but there would normally be an earlier draft available. There should be examples of children's independent learning so that a true picture of performance is evident to teaching staff, children and parents. The marking of written learning will vary with the development of the child. At an early stage most marking will be verbal. As children develop they are encouraged to become more independent and use success criteria/check lists/wordbooks. Marking will then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their learning for the teacher to mark.

Giving children the time to make improvements

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their learning. Time is given during the week for children to review their learning in light of the comments made, either with the teacher or with a partner. All children have the opportunity to improve their learning, based on the teacher's comments, as part of a group when the teacher is working with them. All learning that is responded to should be done in "boost for blue" by the children.

Marking done by the pupil

Verbal

This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance learning. Children are encouraged to read their learning aloud, either to themselves or to talk partners in order to make improvements.

Written

This varies with the development of the ability of the child. Young and less able children would not be expected necessarily to re-write their learning. Independent writers will draft and self-check their learning for the teacher to mark. Checklists, success criteria and writing rubrics may be used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections/improvements may be made.

Colours used for marking:

Purple – peer marking/self-marking

Blue – boost for blue, children responding to feedback

Teachers can mark in whatever colour they wish except red. Use of stickers and stampers is encouraged.



Pink for Think – marking against the L.I. and S.C. with written feedback to elaborate as necessary.



Green for Got It!!! – Learning should only be highlighted if it an excellent example of application of learning. This should be limited to one or two highlighted examples. Additional written praise, when given, should be specific to the piece of writing; avoiding generic 'Well done' statements.



Yell for Spell – picking up on mis-spelling of common words; days of the week; months of the year and vocabulary which has been taught and is pertinent to that topic.

Primary 4 - no more than 4 highlighted in each piece of writing.

Primary 5 - no more than 5 highlighted in each piece of writing etc...

BWB Boost with Blue – children will make corrections/up-level their learning using a turquoise pen so as to show where they have self-assessed or edited their learning.

VF Indicates that the child has had verbal feedback and the next steps have been discussed.