



ST BERNARD'S PREPARATORY SCHOOL

MARKING AND FEEDBACK POLICY

ADVENT 2018

St. Bernard's Preparatory School

MARKING AND FEEDBACK POLICY

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Introduction

At St Bernard's Preparatory School we believe that feedback and marking should provide constructive learning opportunities for every child, focusing on success and improvement needs against learning intentions, enabling children to become reflective learners and helping them to close the gap between current and desired performances. In this way, we hope to enable every child to achieve their full potential.

Marking children's work is just one of many aspects of assessment. For the purposes of this policy, what we mean by 'marking' is feedback to children, which is not limited to written comments. Marking should always be positive, recognising the child's successes and achievement, and constructive, enabling the child to make progress. Marking must be regular and frequent. Feedback should be immediate as far as possible. The best marking is that done with the child. The primary purpose of marking written work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching. The audience for the marking is the children.

The Purpose of Marking

- **To provide 'meaningful' feedback.** Marking must inform teachers about how children are progressing and help children's learning to develop and improve.
- **To inform and facilitate planning.** Marking can help us to plan where we will go next with our teaching. Planning can be adjusted or altered, sometimes on a daily basis, or sometimes making notes on strengths and weaknesses and adjusting the medium term plans.
- **To monitor learning objectives.** Each lesson will have one or more objectives. Using the objectives as the goal posts for the marking ensures we remain focused and our comments are appropriate to those objectives.
- **To celebrate children's achievements.** This type of positive marking assumes we will make the most of children's potential, building on and describing their successes.
- **Highlight areas for development / improvement / correction thereby enabling the child to identify clear 'next steps' providing motivation for learning.**
- **To enable teachers to adapt their teaching to the learning needs of individual children – Assessment for Learning.**

Marking Guidelines / Strategies

- Teachers will mark work in green ink.
- Verbal feedback does not need to be recorded in written form.
- Teachers can use whole class and/or group marking, as appropriate.
- Frequently mis-spelt high frequency words and markedly poor presentation will be commented on when appropriate
- Ensure that oral feedback is an integral part of daily teaching
- Have the option to use marking stickers
- Children can edit and mark their work using the purple pen of power.
- Ensure pupils are given sufficient time to respond to written feedback. Pupils may respond using the purple pen of power.

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning.

At St Bernard's Preparatory we have decided to use a combination of strategies to enhance our teaching and essentially help children to strive to achieve highly. They are as follows:

Summative marking

This is a snapshot judgement on the standard of a piece of work. This method is often used at the end of a unit of work or through a test.

Formative feedback/marking

This can be either oral or written and always focused – firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria.

Verbal feedback

Oral feedback can be feedback from the teacher, to the teacher by pupil, and from and to peers. Feedback can be given at an individual, group or whole class level.

Distance marking

Marking will be positive, clear and appropriate in its purpose – to offer constructive feedback linked to the learning objective.

Acknowledgement marking

This is a courtesy look at the work and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning.

Self/Peer Marking (Fab Fish Feedback)

This provides pupils with instant feedback and enables them to see their own errors and target areas for future learning. It also encourages independence and provides an opportunity for embedding learning by giving feedback to peers.

Detailed marking

It is important to recognise that marking can take place on many different levels: completion of work can be acknowledged or can be given detailed attention. This will depend upon the nature of the activity completed. Not all pieces of work can be Detail Marked and the teacher will ensure that their marking structure within their classroom is focused and is able to move children on. The emphasis of the marking will be on both success (What went well) and improvement needs (Even better if/ or Next Steps) against the learning objective.

Teachers use a marking code – see below:

Marking Code

(Tick)	Correct
(Double tick)	When a particular area is exceptional
Sp	Spelling error
NP or //	New paragraph
^	A word is missing
??	Check for sense
GR	Check grammar
@	Punctuation is missing
E1	Edit - Polish

E2	Edit - Rewrite
E3	Add more detail
RTQ	Read the question
WWW	What went well
EBI	Even better if
NS	Next steps
T	Target

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set.

a) Individual written feedback.

Identifying which type of comment we intend to use when marking a piece of work may help us to keep our marking focused.

- **Encouraging comments.** These are used to motivate children and give them confidence in their work. Comments should be qualified, where appropriate, with specific reference to the achievement celebrated.
- **Constructive comments.** These are linked to the learning intention. These are intended to continue the teaching and take the children further in their learning.
- **Thinking/challenging comments.** Thinking comments, usually in the form of a question or short phrase, which challenges the child to reflect on their work and extend a child’s thinking.
- **Scaffolded comments.** WWW (What went well) EBI (Even better if)
- **Organisational comments.** These may refer to how children should present and arrange their work. They refer to the work in question and offer guidance on how the task could have been more effective.

Children should be given D.I.R.T. (dedicated improvement and reflection time) to read and respond to the written marking, in order that the feedback provided has maximum impact on learning.

Written comments can also be a useful record of assessment; they therefore may be useful even if the child is too young, or is unlikely to read them.

b) Verbal feedback.

We give children verbal feedback on their work, to motivate and encourage the child or group. This can give guidance on a specific area and confirm or correct on the spot, providing instant assessment and formative feedback.

c) Self assessment & Self evaluation

Sometimes children will mark their own work. Children are encouraged to self-assess their learning against the success criteria. Engagement with written feedback may mean that the child responds in writing to assessment comments on occasion. Children are also encouraged to self-evaluate their learning.

c) Peer assessment (Fab Fish Feedback)

It can be helpful for children to assess the work of others in the class. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. It is helpful if the child-reviewer initials any comments. This feedback should always focus on the successes; be sensitive and suggest a means for improvement. Children must be taught to peer mark.

Features of successful feedback to children.

- It should be specific, focused on the task and not the child.
- It should encourage and challenge children to think.
- If children get something wrong, they should be given a comment about the strength or weakness of their answer.
- Comments should focus on the children’s progress, rather than their absolute level of performance, which will help them realise that achievement is also due to their effort and not always their ability.

Pupils with Special Educational Needs and Disabilities

Pupils with SEND are given consideration appropriate to their needs.

Monitoring and review

Monitoring, which is part of assessment, is the responsibility of the subject co-ordinators and the Headteacher. They will also ensure consistency of marking throughout the school. All teaching staff are responsible for implementing this policy.

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Policies:

Curriculum, Teaching and Learning, SEND

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by:

Headmaster _____

Date _____

Chair of Governors _____

Date _____