

Marking and Feedback



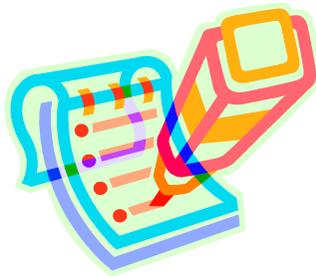
ST. NORBERT'S
CATHOLIC PRIMARY SCHOOL



St Thérèse
of Lisieux

Catholic Multi Academy Trust

Parent Pocket Guide



**Saint Norbert's Catholic
Voluntary Academy**



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Article 28: Every child has the right to an education.

Marking and Feedback

Why do we need to use marking & feedback?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions.

This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to do.

How do we mark children's work?

In line with the Independent Teacher Workload Review Group 2016 St. Norbert's Catholic Voluntary Academy have adopted the Marking & Feedback approaches of self-reflection, self-marking and conferencing.

Oral Feedback - Self Reflection

St. Norbert's school recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they met the learning intention and then question the child about a specific part of the work. This may be to address misconceptions or to extend the child's learning. Oral feedback can be given to either whole class, small groups or individuals.

Marking (Self/Adult)

Summative

This consists of ticks/crosses and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

Formative

Not all pieces of work can be marked in depth. Acknowledgment marking should generally relate to the learning intention. All teachers in KS2 aim to quality mark a number of times each half term within RE and Big Write Assessments. Some pieces of work are marked in depth where it is felt this will have a significant impact on the pupils learning, will challenge the pupils learning further and consolidate their understanding

Marking Policy Approach

We always mark in **GREEN**

We provide a whole class feedback sheet that is displayed on learning walls, and small copies are provided for English, Maths and Topic book learning.

Pupils/Staff will use

✓ x to mark closed question style answers.

Staff will where appropriate provide individual feedback where the whole school feedback sheet will not provide enough clarity for the pupil.

Peer Marking

When deemed appropriate, peer marking may be used.

The following points are important:

Children need to be trained to do this through modelling with the whole class, watching the paired marking in action;

Expectations should be decided as a class and adhered to;

Children could either point out successes that they like, (sunshine symbol) or suggest a way to improve the piece using the success criteria.

Encourage a dialogue between the children rather than one child being the 'teacher'.

Corrections

Correcting work is dependent on the End of Year expectations and Age, Stage and individual needs of child. We aim for pupils to self-correct following review of whole class feedback sheet.

Marking & Feedback in RE



Cloud-A wonder/wider context question



Heart-A feelings response/from the heart.



Head- A knowledge response.