



Marking and feedback

St Thomas CE Primary School

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Marking and feedback

To maintain consistency across the school, we have used the feedback and discussions from pupils and teachers to decide on the non-negotiables within each workbook.

We are not expecting detailed marking. We expect teachers to use the selective marking process, for children to have manageable steps in responding effectively to live feedback.

Stages of live marking:

- Select a section of the student's work which relates to the criteria.
- Identify the location of errors or improvement.
- Provide actionable feedback e.g., you must find and correct the missing capitals/ can you add to this...etc.
- Allow the child to respond and act upon the live marking.

Support staff

Support staff are required to follow the same criteria within marking and feedback in every lesson including:

- Marking the books of the children/group they have worked with.
- Live marking in the room through-out the lesson.
- Conferencing or working with specified individuals or groups as directed by teacher.

Effective use of success criteria

Success criteria must be clearly linked to what they are learning in that lesson.

For example: if a student's learning objective states:

To understand how to describe a character, in detail, using expanded noun phrases.

The success criteria must show the clear steps to achieve that:

- *I can use determiners to start my sentence.*
- *I can use proper and common nouns.*
- *I can use appropriate adjectives to describe my character.*
- *I can combine these into sentences which create expanded noun phrases.*

Success criteria is there to guide both the teacher and student to the next steps. If the child has no criteria, they will have no building blocks to guide them. As a teacher, you will also have no clear indication of what they need reteaching or what the next steps are.

Whereas a bigger concept like:

To write an emotional story using dialogue and sensory language.

May have components, which are broader but still are the building blocks to success:

- *I can use inverted commas for dialogue.*
- *I can use a new line, new speaker.*
- *I can use sensory language to show not tell.*
- *I can convey character's emotions using expanded noun phrases.*

Evidence of learning

It is understandable that at times, learning within the lesson may not have a written outcome, therefore it is important that we record their learning in another way.

Practical lessons:

- Photographs of the practical activity matched to the learning objective as evidence. This is **not** required to be stuck into every single child's book when the picture is identical for every child.
- Children use a post it or comment on the photograph to review their learning in that lesson.



Drafting and final written outcomes

Within English writing sessions, redrafting is an expectation, especially as children move further into key stage two.

Teachers are only required to give selected feedback and notes on drafts and to not heavily mark any redrafting. This allows the child to identify common errors and establish independence within the drafting process.

Final written outcomes can be marked for what they have achieved if used for moderation, but errors must not be marked. Errors should not be highlighted, to avoid any redrafting where the child is led too much by the teacher.

Children can mark and correct their peer's work. This should be done in coloured crayon, in KS1 and/or green pen in KS2.

Worksheets

St Thomas has made a conscious effort to cut down our use of paper and are building on our aim to be an eco-friendly school. Therefore, we would like all staff to be conscious of the amount of paper that we are using. Where possible we would like children to write in their books and use less paper.

Certain activities may require a worksheet, but others like planning an investigation, answering questions as a class, quizzes, and recall sessions, can be completed by guiding the children using the board and not using a worksheet.

Encourage children to set their work out neatly and focus on how they can record in their books, rather than relying on a worksheet to do so.

Scaffolding for lower attainers can be done using manipulatives, support sheets that can be reused or writing frames that can be reused. Where possible, allow lower attainers the ability to use the scaffold and gradually move away from them to writing in their books independently.

Level of independence.

If a child has been given heavy support within their lesson, the staff member should record this with **W/S** next to that piece of work. If the child has attempted part of the work or a calculation, independently in the same session, the code **I** should be written next to that part of the work. Not every child is expected to have this code, only those who need high levels of support or extra scaffolding.

Level of challenge.

Teachers may live mark to provide a challenge to a child, this may be probing the child's understanding further for higher attainers. This needs to be kept up regularly to show enough level of challenge is being provided in that manner for that child.

Summary
Every child's book:
Date written in all books – long date for English/short for math.
Learning objective and SC stuck into books for English.
Learning objectives in books for MFL, R.E, PSHE.
Math does not need a learning objective written out or SC.
Knowledge note stuck into book for CUSP lessons. No LO or SC.
Success criteria marked using SC boxes in English.
Selected part of work live marked in lesson with any notes and ✓
Challenges or corrections/questions to be recorded in book using live marking.
Support staff to be live marking as above through the lesson.
Recording learning:
Photographic evidence related to SC where needed (acting, role-play, creative, cooking etc.)
Anyone leaving class noted in book for appointments.
50% less use of worksheets and more writing in books.
Consistent use of pen or pencil half termly not switching in between.
Recurring spelling/errors to be identified by teacher with gap task. Spelling x3
Level of independence marked (W/S, I) when appropriate (if the child usually receives daily support)
Redrafting and final outcomes
Drafted pieces need live marking.
Final pieces to be left without error corrections (English) if used for moderation.