

# LORETO SCHOOL QUEENSWOOD

## EFFECTIVE MARKING AND FEEDBACK POLICY

### INTRODUCTION

This Policy aims to give all members of our school community clear guidance with regards to the motivation, aims and principles and expectations of effective marking and feedback at Loreto School Queenswood.

This policy should be read in conjunction with our subject policies and General Assessment Policy.

### MOTIVATION

At Loreto School Queenswood, feedback is defined as a response to children's learning, to provide academic guidance. This can be marking, discussion and formal or informal progress meetings.

We believe that it is through effective feedback that formative assessment information can be utilised to support planning, target setting and achievements.

Feedback should help children to become reflective learners and to close the gap between current and desired performance.

### AIMS

FEEDBACK AND MARKING SHOULD:

- Provide consistency and continuity in marking throughout the school.
- Give children clear strategies on how they can improve their learning.
- Be used as a tool for formative ongoing assessment.
- Improve standards by encouraging children to give of their best and improve on their last piece of work.
- Develop children's self-esteem through praise and valuing their achievements.
- Help the teacher to evaluate their teaching and inform future planning of lessons.

### EQUAL OPPORTUNITIES

- Every child at Loreto School Queenswood is entitled to have their efforts and achievements recognised regardless of gender, ability, race or cultural background. The appropriate method of feedback and the strategies used to help children understand, and respond to feedback, ensures that this occurs.

### PRINCIPLES OF EFFECTIVE MARKING

EFFECTIVE MARKING SHOULD:

- Be manageable for staff.
- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Not penalise children's attempts to expand their vocabulary.
- Be written in handwriting that is legible and a model for

the child.

- Take place during learning or as soon as possible after the completion of the task.
- Happen regularly, at least every third piece of work marked in detail and every piece seen.
- Provide information for the teacher on the success of teaching.
- Allow specific time for the children to read, reflect and respond to marking.
- Positively affect the child's progress.
- Give clear strategies for improvement.
- Relate to the learning objective as stated at the beginning of the task. (See, Appendix--1-p,7)
- Show what the school values in each child's work thereby developing the child's self-esteem.
- Recognise the importance of verbal feedback as being essential to the learning process.

### FEEDBACK TO PARENTS

Learner's books are to be sent home at the end of each Monday to afford parents the opportunity to view the child's progress at school.

### HOW TO MARK

Not all work is to be marked in detail. However the marking code© followed by the teacher's initials and the date, shows that the work has been seen and the teacher is aware of the work the child is doing. This type of marking would serve to inform future lesson plans.

The intensity of marking should progress with the children's skill development.

Work then needs to be thoughtfully assessed and the appropriate type of marking selected that would best serve the needs of the child as well as the learning objective.

It is important to look for progress and success before looking for areas to develop. Effective marking and feedback is supportive and positive for children.

All marking, written comments and verbal feedback should link to the learning objective or lesson outcome.

### PRE-PRIMARY- GR000 TO GRr

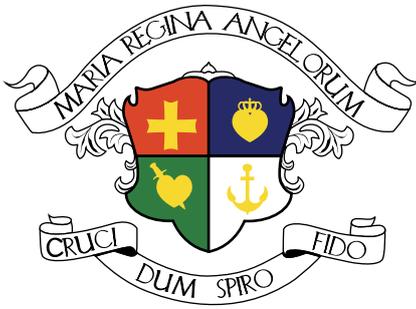
See Assessment and Reporting Policy

### MARKING SPELLING

It is important that children see that spelling matters in all work and marking should reflect this. In Foundation Phase (FP): (Appendix 2 - Spelling Guidelines)

- Feedback for intelligibility: In FP or in a small number of cases in Intersens Phase (IP) or Senior Phase (SP),





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teachers may need to correct spellings to make work intelligible for audiences other than the child,

- When feeding back for improvement a small number of spellings should be identified for the child to practise. These should be either:
  - Appropriately challenging for the child or
  - Frequent words that should be known

In Senior Phase the marking codes should be used. Sp in the margin and if necessary, the word underlined. In work where there are many incorrect spellings, careful, professional judgement is required to determine how many to correct so as not to de-motivate the child. It is counterproductive to obliterate a piece of work with a marking pen.

Please note that in Maths and Cultural subjects the following policy is followed:

## **NO MARKS MAY BE DEDUCTED FOR SPELLING ERRORS.**

Some mistakes may require written correction or relearning, but this should not be a long repetitive process. Only terminology specific to the learning area should be corrected to a maximum of 3 words depending on the ability of the child.

Key issues concerning the marking of pupils' mathematics  
Some mathematics work can be marked by the pupils. This is work that has only one right answer. When providing written feedback on multi-step problem solving work, teachers should focus on how successful the approach the pupil took proved to be and how helpful their recording proved to be, rather than whether they got the correct answer.

When providing feedback on work that has either a correct or an incorrect answer the following recommendations are made:

- Quality work can be highlighted with a highlighter pen (this may be the particularly difficult calculations that a pupil got correct)
- Errors that the pupil may be able to correct herself might be highlighted in a different coloured pen
- On occasion the teacher might write out a calculation correctly. If time permits a short explanation might be provided:

Example:

$$40 \times 30 = 1200$$

You know that  $4 \times 3 = 12$

$$40 \times 3 = 120$$

$$40 \times 30 = 1200$$

One 0 in question, one 0 in the answer

Two 00s in the question, two 00s in the answer

## **Key issues concerning the marking of pupils' science work (other learning areas can be included here)**

- In general teachers should concentrate on providing feedback on pupils' scientific knowledge and skills rather than other issues such as spelling.
- Simple explanations of scientific processes should be provided when necessary

## **TYPES OF MARKING**

LEARNING IN CHILDREN'S BOOKS WILL REFLECT A WIDE RANGE OF MARKING THE FOLLOWING STRATEGIES CAN BE USED TO MARK, ASSESS AND PROVIDE FEEDBACK.

### **1. VERBAL FEEDBACK (VF)**

VF is recognised in studies to be equally and often more effective than written feedback. It has the advantage of being instant, quick and promotes an instant response. It is usually interactive and developmental. When VF has been given a VF stamp will be used, the date and teacher's initials. VF can be given to the class as a whole, groups or one on one.

VF may be in the form of:

- A discussion with a focus group.
- 1:1 focussing on a specific piece of work.
- Demonstration and modelling of the learning process and outcomes.
- Sharing exemplar material before, during or after work is done.
- Effective questioning techniques
- Appendix 3: Effective Questioning Strategies

### **2. SUMMATIVE MARKING/FEEDBACK**

- Will be marked in red pen and post-moderated in green pen.
- This type of feedback usually consists of marks, ticks and crosses and is associated with closed tasks or exercises.
- Can not be marked by the child/peers or student teachers.

*It is the teacher's professional duty to provide this practice and much can be learnt from the analysis of children's work.*

### **3. FORMATIVE MARKING/FEEDBACK**

- Will be marked in red pen and post-moderated in green pen.
- Will be marked in pink or purple pen.
- Should be marked by the class teacher during or as soon as possible after completion of the task.
- This form of marking should help children to understand their strengths and how to make further improvements and progress.





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- Any comments must be focused on next steps and relate to the learning objective/ skill set out at the beginning of the lesson.
- Children will respond to / do corrections in pencil or blue pen before the next lesson.
- Where possible, teachers should mark corrections during the course of a lesson in order to make the task manageable for the teacher and give instant feedback to the child.
- Comments must be written in legible writing and should be age appropriate.
- Marking codes must be used to ensure continuity across the school.

## TYPES OF FORMATIVE MARKING

### 1. © CONTROLLED

- This symbol together the date and initials show that work has been seen by the teacher and that
- the teacher is aware of the work the child is doing.
- This type of marking is most effective when used when new concepts have been introduced so that the teacher can use the results to inform future planning.

### 2. TWO STARS AND A WISH:

- ★ A star next to a good/ best example of work. This should not be used more than twice in a piece of work as the aim is to encourage children to recognise their best work.
- ★ Successes could also be highlighted in green for up to three examples of where the child has met the learning objective/intention.  
→ A tip for next time ('a wish' or 'even better if') is written in pink/purple next to an arrow.

### 3. INTENSIVE MARKING: (APPENDIX 4: MARKING CODES)

- Marking codes must be used for intensive marking.
- Improvement prompts should be used at least once after intensive marking and must be completed and checked before new work can begin.
- Types of prompts: (Appendix 5: Improvement prompts and examples)
  - ★ Reminder prompt
  - ★ Scaffold prompt
  - ★ Example prompt
  - ★ Challenge prompt-Also called a step-up.  
Given to children who have met the learning objective and need to be extended. E.G. You did it, well done! Now try this ...

