

Polasaí Marcála agus Aiseolais Marking & Feedback Policy



fonn a dhéanann foghlaim

Rationale

Research points to the impact that the power of feedback has on learning outcomes as being, on average, twice the size of other influences on achievement. However, feedback has the power to impact both positively and negatively on pupil performance. In order to be positively effective, feedback must answer three major questions asked by a teacher and/or by a pupil:

- Where am I going? (What are the goals?);
- How well am I doing? (What progress is being made toward the goal?); and
- Where am I going to next? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit the pupils. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils in terms of their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. The empowerment of pupils to be involved actively in understanding how they are making progress helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- inform the pupil what they have done well and what they need to do to improve;
- support pupil confidence and self-esteem in learning, and contribute to accelerated learning;
- support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning; and
- develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

Four types of marking and feedback occur during teaching and learning in Gaelscoil Uí Néill:

- i. **Teachers' interventions during learning activities:** to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given one-to-one with a pupil or on a group basis.
- ii. **'Light' marking of work:** acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- iii. **Marking for Improvement:** incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

- iv. **Self-assessment and peer assessment:** among the pupils themselves, in terms of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback.

Agreed Procedures for Marking

All marking is to be done in a clear legible hand. All pupils' work is to be at least 'light' marked by the teacher.

Teachers aim to incorporate *Marking for Improvement* practices in at least 1 piece of work per pupil per month, with emphasis on creative writing in the first instance.

Teachers may choose to use a colour-coding system to identify specific successes and specific areas for improvement in a particular piece of work.

Feedback comments should be framed by the learning intentions. However, when commenting on a piece of writing, teachers may refer to a general class writing checklist to address issues such as handwriting, spelling etc (see appendix). Comments may be constructed to require response by pupils, at an appropriate level of challenge, and such tasks are expected to be completed by pupils within an agreed time frame.

When marking a piece of writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code (see appendix). If a response is required for spelling, grammatical or punctuation errors, no more than 3 corrections for a piece of work will be given, although the teacher can use her/his discretion in this regard.

Self and Peer Assessment

Teachers will use a range of approaches that will allow pupils to self and peer assess against the success criteria in a task or piece of work. For example, teachers may wish to ask their pupils 'What I thought of my work?' or 'What my friend thought of my work?' Pupils will identify at least one positive aspect of work and suggest one area for improvement. In cases where this is in writing, pupils will initial their comments.

Responding to comments

Pupils will sometimes be asked to respond to comments. If in the Foundation Stage or Key Stage 1 this is verbal, teachers may wish to record this in the children's books or in their evaluation section of their planners. Responses should be made as soon as reasonably possible in order for the pupils to make the best possible progress in their learning.

In each class, effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different across each year group, increasing with independence and complexity with the maturity and skill of pupils.

If pupils' responses show continued non-achievement of success criteria, then the teacher will address this with the child through further discussion to diagnose specific difficulties, and take the necessary action to ensure a solid understanding of the learning by the pupil.

Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Co-ordinators have the responsibility for monitoring the application of the policy in order to ensure that it is being consistently carried out in their particular subject area. Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

It is the responsibility of the Assessment Leader to liaise with the teachers, Co-ordinators and Governors on the implementation of the policy, its consistency across the school and the impact it has upon pupils' progress

It is the responsibility of the Senior Leadership Team to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean more verbal feedback, written comments for specific pupils in an accessible manner, or it may mean supporting pupils to read comments, and this may entail the recording of verbal feedback and responses. Such requirements should be identified in a pupil's IEP as required.

Monitoring and Evaluation

Monitoring of the policy will be done through scrutiny of the children's books led by the Principal, Assessment Leader, Literacy, Numeracy and other Coordinators as required. It will be monitored for whole-school consistency and evaluated for impact on clear improvement in the quality of pupils' outcomes.

Policy Review

This procedure has been agreed by the staff and Governors in the Spring Term 2017 and will be reviewed in line with the school's cycle of policy reviews.

Aguisín/Appendix

Cód Marcála / Leideanna (lena léiriú sna seomraí ranga) Marking Code / Prompts (to be displayed in classrooms)

Leideanna Ábhair/ Content prompts

✓ ceart /correct

X mícheart incorrect

___ Focal le líne faoi – meancóg litrithe /Word underlined – spelling
mistake

^ focal ar iarraidh/word missing

G Meancóg Ghramadaí/Grammatical Error

O Meancóg Phoncaíochta /Punctuation Error

Peannaireacht/Handwriting

? Níl ciall leis, léigh arís agus athscríobh
/ Doesn't make sense, so read again and re-write

// Paragraf Nua / New Paragraph

sp Spás Méire/ Space