



## MARKING AND FEEDBACK POLICY

SUMMER 2016

### AIM:

To support and encourage the learner to make as much progress as possible.

### PRINCIPLES:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- Marking and feedback should be seen by children as a positive way to improve learning
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher informed of the individual needs and abilities of all the children in the class and helps to raise achievement.

### WHO IS INVOLVED IN MARKING AND FEEDBACK?

**Leadership Team:** monitoring, evaluation, inset;

**Experienced teachers:** modelling good practice;

**Class teachers:** giving a range of feedback in a variety of forms

**Pupils:** self-assessment and marking, peer assessment and marking and improving their own work;

**Teaching Assistants:** marking in line with Learning Objectives, commenting on the support given;

Supply teachers and trainee teachers are required to follow the policy.

### GUIDANCE FOR MARKING BY TEACHERS

**Teacher marking is only effective if:**

- It informs both the child and the teacher of what has been achieved against the Learning Objective (using the co-constructed success criteria) and what needs to happen next. This is in the form of two stars and an “even better if” comment;
- The child has an opportunity to read and respond to the marking as soon as possible;
- It is informing the teacher of learning needs which can be incorporated into future planning.

**Remember that:**

- Marking is most effective in the presence of the child;
- Children should be given time to read/reflect on/respond to marking;
- Effort should be acknowledged alongside achievement, always promoting ‘Growth Mindset’;

Marking and feedback by teachers should take some of the following forms, appropriate to the work set:

- Marking should be related directly to the learning objective/success criteria;
- School wide agreed symbols should be understood by everyone. These should be shared with the children and displayed in the classroom:

**LS (learning stop), VF (verbal feedback), CI (collaboratively improved), SA (self-assessment), EBI (next steps/even better if...)**

- Use **green** pen to promote positive aspects and **pink** (for think) to draw attention to errors or areas for development within a piece of work. Pink should be promoted as a good thing because making mistakes or needing to expand thinking is how we learn (growth mind-set)
- In writing books, feedback will show a continuous, clear dialogue between pupil and teacher or pupil and pupil. 2 stars and an EBI will be written under work;
- Positive comments and guidance to pupils for moving their learning forward;
- Pose an open question specifically related to the learning objective to think about next steps;
- More supported prompt (can you describe...);

- Reminder prompts (say more about...);
- Directive prompt (telling children to be more specific about something...);
- Unfinished sentence from teacher (e.g. He showed me he was a good friend when...);
- A correct example given by the teacher;
- A request to do some corrections;
- Verbal feedback to be acknowledged in books using agreed code;
- Use of continual verbal feedback;
- Use a scanner, I Pad or visualiser and learning stops to model and share good examples;
- asking children to check their work against the co-constructed success criteria and giving them time to do so;
- drawing attention to how children have moved on;
- TAs working with groups can mark their work;
- Time allocated to discussing work with pupils;
- Time allocated for collaboratively improved work;
- Next step/target.

#### **NOTES:**

- Up to three spelling mistakes should be corrected with the incorrect spelling underlined or highlighted;
- Pupils are expected to practise the correct spelling and write it in the back of their home/school planner to enable further practice at home. These could be individual spellings, word families, words related to particular rules, subject specific vocabulary, common words;
- Persistent incorrect spelling of words should be commented upon;

- Teachers should specifically teach the skills of proof reading and editing and these skills should be commented on when appropriate;
- Maths is corrected in a positive manner;
- Good presentation is actively encouraged:

Full date to be written in writing books on the left hand side of the page the child is working on (e.g. Monday 1<sup>st</sup> February);

Numeric date to be used in Maths books, Number Challenge books and rough books on the left hand side of the page child is working on (1.2.16);

Learning objective to be written on the line under the date;

Date and Learning Objective to be underlined with a ruler;

Each piece of work should be ruled off before writing the date for the next piece of work;

In Year 5 in handwriting books, the date should not be written. Instead, each day's practice will be separated by a handwriting pattern which may be in a colour.

## **GUIDANCE FOR PEER/SELF ASSESSMENT**

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against the agreed success criteria. (Success criteria must be explicit in order for the feedback to be specific and meaningful).

Children need to be trained in how to peer and self assess meaningfully in order that time spent in lessons on this, is beneficial and meaningful.

Peer assessment should be conducted using learning partners and the 'owner' of the book also has 'ownership' of the pen to enable them to improve their work immediately. When peer marking, there is no need for two stars and a wish as the discussion has already taken place. (The two children identify where the success criteria has been met and this is highlighted in green. They then discuss any omissions or mistakes and mark these in pink highlighter pen. This is followed immediately with collaboratively improving the work.

## **EXPECTATIONS**

ALL pieces of work in books should be acknowledged in line with the approaches listed above: i.e. either through teacher marking, peer-assessment or self-assessment.

### **Detailed Marking:**

- There should be a fair balance of teacher and child marking.
- Teachers should be conscious of checking the quality of peer and self-assessments made by children and add to it if the learning can be moved on at a quicker pace by an additional comment or they disagree.
- In each subject area, every child should have a minimum of one piece of work for each subject area marked in detail every week.
- Cover/supply teachers need to mark and initial all work.

### **ADDITIONAL WAYS OF SHARING/CELEBRATING A CHILD'S SUCCESS**

- Opening of lessons.
- Mini-plenaries – “Why is this good?”
- Learning stops and use of scanner etc.
- Phase assemblies.
- Celebration assemblies.
- Displays.
- E Praise
- Celebration events at the end of term.

### **MODERATION**

It is expected that cross-year group and phase moderation will occur regularly throughout the academic year.

Whole school moderation for Maths and English will occur termly.

### **MONITORING**

Marking and feedback will be monitored by senior leadership through taking samples of books, pupil conversations and through lesson observations.

### **EVALUATION**

Evaluation of the impact of marking and feedback will be reported to teachers and governors

## Marking Codes

| <b>Mark</b>   | <b>Means ...</b>   |
|---|--|
| Underline + <b>sp</b> in margin   | Try this spelling again.                                       |
| <b>sp</b> in margin   | Find the incorrect spelling and write it correctly.            |
| <b>C</b>  | Find the missing or misplaced capital letters.                 |
| .   | Put in the missing full stops.                                 |
| //  | Mark in where the paragraphs should be                         |
| ( ..... )<br>around section with<br>comment   | Rewrite this short section at the end, to improve the meaning. |
| ^   | Put in the missing word or phrase                              |
| ✓   | Well-written section – appropriate and clear                   |
| ✓✓  | Striking or imaginative writing                                |
| <p>It matters where the mark is:</p> <ul style="list-style-type: none"> <li>- Next to a line – means you find it in the line.</li> <li>- Against a vertical pen line – means you can find it in this section.</li> <li>- At the end – means this is a problem throughout</li> </ul> |  |
| <p><i>A number gives extra help – it tells you how many you are looking for.</i></p>  |  |