

Feedback and Marking Policy

This policy forms part of a whole-school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

Aims

- To ensure that all pupils receive feedback which enables them to take their learning forward
- To make marking effective and meaningful for all pupils
- To ensure consistency of marking across the school
- To provide teachers with an effective method of providing feedback and informative assessment
- To raise standards of attainment

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

For children, the Marking and Feedback should:

Be personalised and matched to individual learning needs

Be accessible

Be specific – it must relate to learning intentions which are shared with pupils

Be clear and constructive

Be given promptly – this could be as key word marking during lessons (indicated by a D for discussion and then the key words recorded to show areas for development or next steps) or written feedback may be given prior to the next lesson.

All pupils' work is to be at least 'light' marked by the Teacher or Support Staff, where the 'Can I' statements are marked with OA, PA or NA and the marking symbols used so that children know how well they have met one of the statements for every lesson, their strengths and any errors.

In both Maths and English at least 1 piece of work per pupil should be developmentally marked in depth per week, where the marking symbols are used. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made each week. Children should use their purple polishing pens when responding to marking.

Be empowering - It must give pupils opportunities to become aware of and reflect on their learning needs and extend their thinking

Encourage children to self and peer mark and evaluate

In Topic and Science lessons, all pupils' work is to be at least 'light' marked by the Teacher or Support Staff, where the marking symbols are used.

For teachers, Marking and Feedback should:

Inform future planning and individual target setting

Be manageable

Be developmental – the children will find out their areas of strength and next steps

Be marked in blue

Be followed through - children should be given quality time to respond to written feedback and work on improvement suggestions given by the teacher

The Methodology of Marking Children's Work – Formative Feedback

Oral Feedback

Oral feedback is a powerful form of feedback in helping children to understand successes and next steps in their learning and is of paramount importance in moving the children's learning forward. Oral feedback is a valuable tool for teachers but also empowering for children in peer and self assessment where critical thinking is encouraged. Children should be proficient in 'learning talk; to be able to communicate successes and next steps in their learning journey. Key word marking can provide children with useful and timely prompts within lessons. This enables visible progress to be seen when children act on that prompt. *Key word marking – 'D' followed by a key word to evidence what has been discussed.*

Developmental Marking

Effective feedback comes under two main headings;

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

Well-developmental feedback prompts effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, developmental marking may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar

When developmentally marking 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 symbols.

2 Stars and a Wish

When developmentally marking, teachers may identify up to 2 or 3 examples of where the child has successfully met the learning intention (stars) and then indicate a target for improvement for the editing process (a wish).

When developmentally marking in Mathematics, where a maths question is incorrect, the teacher will place a cross next to the answer. However, a simple 'X' is of little assistance to a child unless accompanied by an indication of where the error occurred, together with an explanation of what went wrong. Therefore, the location of the error will be circled, along with an explanation as to how this occurred. Children should then be given time in the following lesson or in a maths workshop to reflect on this and make their corrections to demonstrate how the children's understanding has progressed. Similarly, any 'next step' questions provided during marking should also be addressed by the children at the beginning of the following lesson. If there is evidence of misunderstanding/repeating the same mistake, this will be addressed in future teaching. Symbols from the marking key should be used when the children are editing. Therefore, all children must be clear about the meaning of the symbols appropriate to them. The key is attached in the appendices.

Children's Response to the comments

Children should be given time at the start of the lesson or within a workshop to read and consider the written feedback the teacher has provided and follow the instructions/advice given. Children should be encouraged to ask for clarification so that they understand what has been said and what they need to do to improve that particular piece of work further or in their next piece of work as a result of the feedback they have received. With maturity, it is expected that children should evidence how they have acted on the 'wish' in the following piece of work or in the editing process. There should be an opportunity for children to reflect on marking at least once a week in Maths and in English. This will become more embedded and be increasingly prevalent as children progress through the school.

Spelling mistakes

All staff take a 'zero tolerance' approach to spelling as children are expected to be able to spell words correctly that reflect their ability. During lessons, teachers identify and underline words that are spelt incorrectly and children are expected to independently correct. Children are encouraged to use word mats, dictionaries and thesauruses to support their spelling in all lessons and to become resourceful and independent learners. A member of staff should correct no more than five mistakes in any piece of work.

When developmentally marking 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.

Peer and Self Assessment

At times, children should be given opportunities to both self and peer assess against the learning intentions / success criteria. They may follow the stars and a wish scaffold or this assessment may take other forms, it may be verbal or written. If peer or self assessment has taken place, this should be indicated in the child's book using the agreed marking key.

Light Marking

Where light marking is used, this will indicate to both children and adults that the work has been read and judgements fed into planning and assessment. The marking key should be used here. This also applies to Science and Topic work.

Communication with parents

It is acknowledged that parents often look for 'traditional' marking when they look at their child's books. For this reason we will communicate the main points about our marking policy to parents via the website and on the carousel near the entrance.

Monitoring and Evaluation

Feedback and marking is monitored within school on a regular basis whether that be via drop-ins, work scrutiny, pupil interviews or lesson observations. We share best practice in feedback and marking and ensure that its main function is to support learning.

Implementation of this policy will be monitored and evaluated through work scrutiny and pupil interviews.

Appendix 1

Marking Symbols for Teachers and Teaching Assistants

| Symbol | Function |
|---------------|--|
| O.A | You have met the success criteria |
| P.A | You are beginning to understand / you have partially met the success criteria |
| N.A | More practise will be needed to meet the success criteria |
| S | Self assessed work |
| P | Peer assessed work |
| G | Guided work |
| I | Independent work |
| D | Verbal feedback given followed by key word marking (you discussed your work with an adult) |
| ✓ or X | Correct or incorrect Maths work |

Redrafting Symbols

| Symbol | Function |
|----------------|---|
| ^ | Omission; a word or letter is missing |
| — c | This needs to be a capital letter |
| ~~ | Vocabulary: wrong/ chose a 'better' word |
| ○ | Wrong case (upper/lower) or wrong / missing punctuation |
| * | Put that word / section there |
| — | Spelling or number error (self correct) |
| ? | What do you mean? Explain |
| \ | New line needed |
| \\ | New paragraph needed |
| [] | Redraft: this section needs re-thinking |

Appendix 2

Assessment for Learning & Checking Activities

1. Make up three quiz questions and answers about this topic
2. Sort these cards into true and false. Do others agree with your answers?
3. Use cards that have some vocabulary on from the session, to create a concept map that reflects what you have learnt.
4. Find one word you are really proud of and underline it. Tell the person next to you.
5. Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.
6. You have three minutes to identify two places where you think you have done this well and read them to your partner.
7. Bounce answers around the room to build on understanding e.g. "Jimmy, what do you think of Sandra's answer?" "Sandra, how could you develop Carl's answer to include more detail?" "Carl, how might you combine all we've heard into a single answer?"
8. Learning Journey - Create a learning journal in which students can reflect on and review their learning. It could include plenary activities, a target setting chart, aims and goals etc
9. Student mark scheme - Ask students to produce their own mark-schemes working individually or in groups. They can then peer- or self-assess work in accordance with these schemes. Talk about the purpose of a mark- scheme with students – judgement, communication, standardisation etc.
10. Instead of asking a question that requires factual recall, invert it to request explicit reasoning. e.g. 'Is France a democracy?' becomes 'What does it mean for a country to be a democracy?'
11. Ask students why X is an example of Y e.g. Why is an apple an example of a fruit? Why is a fox an example of a mammal? Questioning in this way avoids factual recall and asks for the underlying reasoning to be made explicit.
12. Communication - Ask students to communicate thinking through different mediums – not just writing; drawing, drama, maps, sculpture etc.
13. Feedback sandwich - Feedback can be delivered in different ways, two feedback 'sandwiches' are –
 - i) Positive comment, *Constructive criticism with explanation of how to improve*, Positive comment
 - ii) Contextual statement – I liked....because...., *Now/Next time...* Interactive statement e.g. a question based on the work
14. A, B, C, D - Laminate a set of cards so every member of the class has four, with A,B,C and D written on them. Ask questions with four answers and pupils can show you their answer.
15. Students write a sentence summarising their knowledge of a topic. The sentence could have to include who, what when, why, how, where etc.

Appendix 3

Marking and Feedback Evaluation Tool



In Step 1 children know and explain why they have done well.

In step 2 consider:

| | | |
|------------------|----------------------|----------------|
| More Able | CHALLENGE | Later |
| | REMINDER | |
| | STEPS (Instructions) | |
| Less Able | EXAMPLE | Earlier |

Examples of prompt marking include:

Challenge

- Now can you tell me more about the atmosphere in the forest?

Reminder

- What should you include in the setting in your story?

Steps

- **First** go and check you have included a sentence about the setting.
- **Then** see if you can add a little more detail about what you can see.

Example

- Put this sentence into your story here * to improve the description of the setting.

These prompts may come in many forms: Questions, Instructions Discussions, Diagrams, Coaching (where by pupils are helped to identify improvements that are required) etc.

In step 3 consider the following:

- Identify the type of guidance prompts used.
- Have the children made an improvement as a result of the marking?