Feedback and Marking Policy

Approved: July 2016

Next Review: July 2017

Succeeding together

Contents

1. <u>Our Vision for High Quality Feedback</u>

To achieve excellent teaching and learning practice, it is essential for marking to be carried out to recognise achievement and support children's progress and development. Marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions. This is aimed at enabling children to become reflective learners and empowering them to improve. The teacher will use professional judgment whilst marking, as sometimes feedback needs to be handled sensitively and individual children may have differing needs and concerns.

2. <u>Aims</u>

Marking and feedback should:

- Relate to learning intentions which have been shared with the children
- Encourage a dialogue between the children and adults
- Acknowledge success
- Provide advice on next steps to enable the child to make progress
- If the errors have been made include a scaffold prompt to provide the child with another opportunity
- Respond to individual needs
- Be accessible to all children
- Allow time for children to respond and/or improve their work
- Inform future planning
- Encourage children to self-evaluate and peer evaluate prior to teacher evaluation
- Ultimately be seen by children as positive because it helps to improve their learning
- Uphold high expectations of presentation

Marking and feedback may take one or more of the following forms:

- Oral feedback whilst the activity is in progress
- Verbal feedback following one-to-one or group conferencing
- Written advice, encouragement, correction
- Written and oral pointers for future improvement and development

3. <u>Learning Objectives</u>

Learning Objectives must be:

- Clear and precise
- Written in child friendly language and/or explained when necessary
- Separated from the lesson context (e.g. 'To know the features of a recount' and not 'To write a recount about the Titanic')
- Where possible, 'skill' rather than 'knowledge' based

- Shared with the children
- Referred to in the plenary
- Referred to in the feedback given (verbal or written)
- Learning objectives to be highlighted pink if successful, and green if children need to consolidate.
- Learning Objectives help the learning process to be more effective by providing a clear focus for the lesson and by motivating the children.

4. Success Criteria

The 'Success Criteria' are what the children need to do in order to achieve the learning objective. The Success Criteria needs to be written in child-friendly language and, at times, should be contributed to by the children themselves.

Once a week success criteria should be numbered and stuck in the children's English and IPC book, and highlighted as part of AFL, pink if achieved, green if needs embedding. All chn should have a challenge set as part of the success critera in English and key stage 2 children are also expected to add their own personal target (see examples in the appendix for agreed format).

5. Marking & Feedback

Foundation Stage - Marking and annotating pupils work

In EYFS adults scribe for the child using a green pen to model the writing process. Adults model using the correct font and letter formation in this process and use RWI handwriting phrases to support pupils with letter formation.

As children begin to write recognisable letters, words or sentences the correct letter and word formation continues to be modelled with the child, using a green pen. Practitioners also annotate work to support children and adults with reading the work and to gather necessary evidence.

When children begin to write sentences which can be read by themselves and others the work no longer needs to be annotated. Practitioners now move towards marking children's work, which is always done with the child. Verbal and written feedback includes praise for the child's achievements and encourages the child to think of their next steps. Visual target stamps are also used alongside written comments to support with next steps.
All evidence is annotated with the following:

Short date, pupils name
- AD   Adult directed
- AL   Adult led
- CI   Child initiated

- IW   Independent work
- WS   With support

All evidence is leveled with area of learning including age and stage for example:

- W 22-36
- W 30-50
- W 40-60
- W ELG

Key Stages 1 and 2

All teachers will mark using the agreed coding system (see appendix).

Children receive feedback about their work in a variety of ways. Written or verbal feedback can be given by a Teacher, Teaching Assistant (TA) or another child. The children are given the opportunity and skills to mark their own work and to identify their next steps.

It is expected that teachers mark and provide detailed written feedback noted below as a form of 'quality marked' piece of English, Maths and IPC work for each child in their class each week. Every piece of work must be acknowledged through peer, self or teacher assessment. Where peer or self-assessment has been used the teacher must initial to indicate that they have checked this and corrected misconceptions.

Once a week in English, Maths and IPC, it is expected that at least one piece of work will be self and peer assessed.

When 'quality marking' teachers should:

- Read the entire piece of work
- Highlight in pink (tickled pink) examples of where the child has evidenced good learning and progress (English and IPC also highlight the SC)
- Highlight in green (growing green) the aspect of the work which could be improved (English and IPC also highlight the SC)
- Use green pen to write teacher comments
- Provide a focused "extension" comment/question/activity so that the child knows what to do to improve their work or is challanged towards the next step
- Children respond to marking, peer and self-assess using purple pen

N.B. A file example of quality marking is kept in the Deputy Headteacher's office for reference.

Self & Peer Evaluation

The practices of children marking their own work and that of their peers are important parts of effective marking practice.

It takes time to introduce a system of self-marking. The time needed for self and peer-marking and responding to it should be seen as part of the lesson itself. Teachers should be realistic about how much time is needed to do this well and plan the lesson accordingly. Children will need to have the process modelled to them until they feel confident to carry out the process independently.

Using a visualizer is an effective way of modelling the marking process. A child's worked is displayed after seeking agreement with them to do this. The rest of the class identify where that child has met the success criteria and suggest where improvements can be made. The rest of the class are then given time to mark and improve their own work.

In English and IPC the children self assess against the success criteria that is stuck in their book. The success criteria is numbered for them to identify exactly where they have met this in their work.

A model to develop self-assessment (all actions completed in purple pen):

- Using a purple pen, the children identify (by numbering) one example of where the success criteria has been met (English and IPC)
- In Maths the children are taught to check for errors and self correct these during the lesson
- Where the success criteria has not been met, children use the purple pen to meet it during part of the lesson (with partner or adult support if need be)
- In cases when all of the success criteria have been met, children identify one improvement/up-level to make and complete this as part of the lesson
- Self-assessed written neatly under the DUMTUM

Developing peer-assessment (all actions completed in purple pen):

- Swap a piece of work with a partner to share something they liked about the person's work
- In pairs, read each other's work, say two positive things, and make a suggestion for improvement.
- Child whose work is being assessed makes the improvement during the lessons. Pupils can work on improvements in pairs.
- Peer-assessed written neatly under the DUMTUM

6. Responding to Feedback

Opportunities for children to respond to feedback must be planned. This should be written using purple pens.

7. Grammar, Punctuation and Spelling (G.P.S)

Spellings and grammar that are repeatedly incorrect must be targeted and corrected. Highlight with SP and the children are taught to write correct spelling neatly under their work. Children's subsequent work must be checked to see that the child has learnt from the feedback and progressed.

Children should only be given feedback about those things that the teacher has asked them to pay attention to. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

8. Monitoring & Review

Marking and feedback will be monitored by the senior management, through taking in samples of books and through lesson observations. Book monitoring is recorded on Perspectives for individual class teachers. Teachers are expected to read monitoring reports.

Appendix 1 – Marking Codes

SP	Spelling error
CL	Capital letter
\\	New paragraph
^	Indicates that something is missing
?	Sentence or phrase does not make sense
V	Verbal feedback is given
AD	Adult directed
AL	Adult led
CI	Child initiated
IW	Independent work
WS	With support

Appendix 2 – English Success Criteria

English Success Critera Key Stage 1

L.O: To use the features of a persuasive letter
SC: I can include:
1. Key factual information
2. Introduction
3. Conclusion
4. 3 good reasons
5. Persuasive language
6. Persuasive techniques
7. Evidence- Facts and statistics

Challenge
8. I can use expanded noun phrases to detail my writing (The tall girl).

English Success Critera Key Stage 2

L.O: To use the features of a persuasive letter
SC: I can include:
1. Key factual information
2. Introduction
3. Conclusion
4. 3 good reasons
5. Persuasive language
6. Persuasive techniques
7. Evidence- Facts and statistics

Challenge
8. I can use expanded noun phrases to detail my writing (The tall girl).

Personal target
9.

Appendix 3 – Foundation Subjects Success Criteria

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
SCIENCE			

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
HISTORY			

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
GEOGRAPHY			

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
SOCIETY			

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
ART / DT			

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
INTERNATIONAL			

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
LANGUAGES			

LO:			
Success criteria:	Self	Peer	Teacher
1.			
2.			
3.			
ICT			