Marking and Feedback Policy

September 2021

To be reviewed annually or as required

Contents

Marking and Feedback

- Aims
- Principle and Purpose
- Teacher Expectations
- Pupil Expectations
- Visible Progress
- Verbal Feedback
- Types of Marking

Links to other policies

- Teaching & Learning Policy
- Assessment Policy
- Writing Policy
- Spelling Policy
- Homework Policy
- Literacy Policy
- Maths Policy
- Classroom Organisation Policy
- Home Learning Policy
- Most Able Policy
- Pupil Voice
- Presentation Policy
- Most Able Policy

Appendix 1: Subject Specific Quick Guide

Appendix 2: Making marking manageable

Appendix 3: Questioning

Aims

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations and to support teacher workload
- To set out our expectations for high quality but manageable feedback and marking and provide a coherent picture of outstanding practice in marking
- To use marking as a tool for formative ongoing assessment, ensure children are effectively challenged and visible progress is evident through a dialogue which aids progression
- To give teachers, teaching assistants and peers the skills for effective feedback
- To develop positive attitudes to learning and achievement

Principles and Purpose

Marking and feedback should:

- Be manageable for teachers and accessible to pupils and relate to the learning intention
- Give recognition and praise for achievement
- Give clear strategies for improvement which result in better pupil achievement
- Allow specific time for pupils to read, reflect and respond to marking
- Be personalised to individual learning needs and inform future planning and group tasks
- Be consistent to ensure impact and close the gap to end of year expectations (deepening learning)

Teacher Expectations

- To be effective, the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson with the child and sometimes at the end of a task. During focus group work marking is best carried out with the child present. To have impact marking should be completed as soon as possible after work is completed, usually before the next lesson
- Where work has been set for a cover teacher, the class teacher should indicate how the work should be marked and, in the case where this does not take place, the class teacher will ensure that the work is marked according to school policy
- Use marking to identify groups of children (who may be different to usual table groups) who will need to work with the class teacher / TA the next day to consolidate understanding on the same task before moving on. An easy way to do this is to physically keep the books in a different pile and read from the names at the front
- All work (including homework) will be marked in accordance with the subject specific expectations using the identified types of marking
- Pupils' work is marked in **RED** so it can clearly be seen. Teacher's handwriting in comments must be legible to the child and follow the cursive handwriting script
- Children's responses to marking questions including 'Use it Prove It' boxes (Years 5/6) will be in **GREEN**
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- Each piece of work will have a LI and Success Criteria (literacy and non-core) / Steps to Success (numeracy) sticker and each piece of work will be indicated as independent, teacher support or other adult support
- In Years 5 and 6, Use it / Prove It boxes will be used a minimum of three times per week for Numeracy and Literacy
- As part of the daily classroom routine it is expected that at the start of each session, children read the teacher comment from the lesson before and, if appropriate, respond to it in green pen

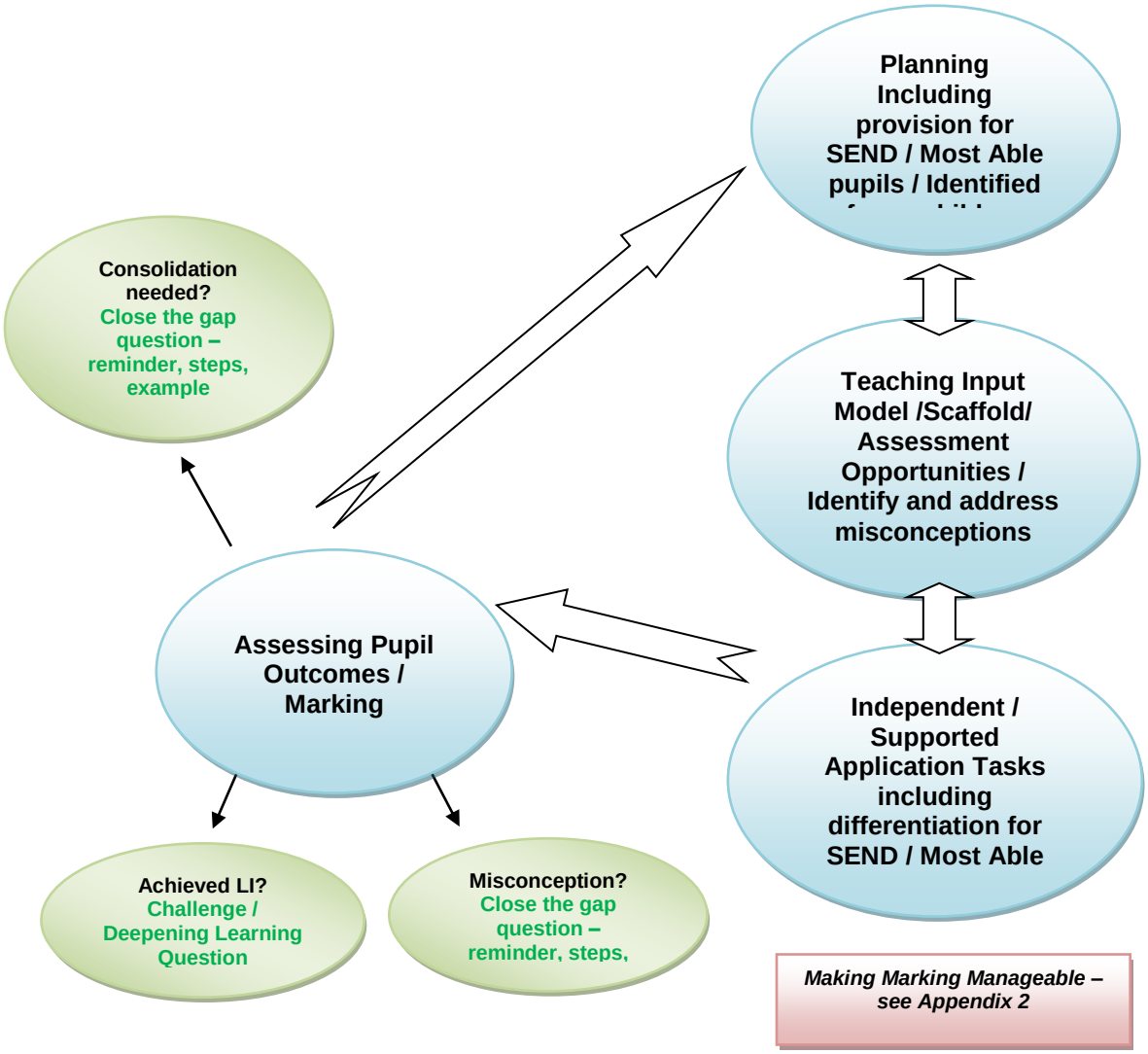
Pupil Expectations

- Read and respond to the comments made by adults in their books daily
- Take pride and care in the presentation of their books reflecting the high standard that is expected e.g. never use graffiti, doodle or scribble on or in books
- Underline titles using a ruler and never leave unnecessary gaps
- Take time to correct and finish off work where appropriate
- Cross out mistakes using a pencil / pen and ruler
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Not use felt tip pens in workbooks
- Use pencil for drawing or diagrams
- Record the LI and date at the beginning of each new recorded learning

Visible Progress

- Without any visible impact we do not know if marking has been effective
- Use of red teacher marking and green pen feedback is the first step only
- We need to ensure the types of guidance we give impacts on the progress of the children and this can only be identified in the response

Planning, Assessment and Marking Flow Chart



Verbal Feedback and Visible progress

Dialogue between pupils and adults is essential to provide encouragement and to identify strengths and areas of development in children's work. Teachers should always intervene with a conversation when a child needs redirecting and this is easily achieved and most beneficial through check-in marking during a lesson. When verbal feedback is given, pupils should evidence this using a green pen and acknowledged by the teacher.

Types of Marking

'Close the gap' marking

ALL work is acknowledged with a minimum of a tick and highlighting of success criteria / steps to success. This acknowledgement should always relate to the learning intention. Teachers focus upon the learning intention of the task and success criteria / steps to success. Successful achievement is highlighted in green and areas for development are highlighted in yellow, with a corresponding written prompt. The emphasis should be on next step targets and require a green pen question which allows the child to demonstrate the understanding missed in the piece of work.

When gap marking teacher should:

1. Read the entire piece of work
2. Highlight examples of success criteria using a highlighter
3. Provide a question which should help the pupil to 'close the gap' between what they have achieved and what they could have achieved

Where children have met all the success criteria a challenge / depth of learning question should be used (see Appendix 2).

Useful "Closing the Gap" comments are:

Challenge	Can you add character dialogue at an appropriate part of your story?
Reminder	Start each of your instructions with an adverb. Can you add an extra instruction using 'carefully'?
Steps	First re-read your sentences. Then add the full stops.
Example	The trees, *with the jagged branches,* swayed in the breeze. Can you write your own sentence using an embedded clause?

Comment Marking

The fundamental aspect of marking is to check for errors and misconceptions in the work, sometimes comments are appropriate to track visible progress e.*g. Names need capital letters e.g. Peter, London, please make sure you correct this in your next piece of writing…. Or…….Please write in sentences using full stops, use at least 5 in your next piece of writing…..* It is important that any comment marking is acknowledged once the child is applying the skill independently.

Peer Assessment / Self-Assessment

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. **This must be checked and acknowledged (e.g. with a tick or comment) by the teacher with any misconceptions addressed.**

Lower Phase format:

	Self / Peer Assessment

Upper Phase format:

Peer / Self Assessment **Assessed by:**
How would you rate this piece of work? (poor) 1 2 3 4 5 (best)
What did you/they do well? (relate to your success criteria)
What are your/their next steps to improve further?

Use it, Prove It

In Years 5 and 6, a check it, use it, prove it box should form part of self-assessment. The concept allows the children to reflect immediately and provide instant feedback and reflection on their own work through self-reflection and explanation / demonstration of deeper learning.

LI: To ensure my writing is persuasive all the way through. Success Criteria: I can include conversational language I can include rhetorical questions I can include repetition for effect **CT** | **OA** | **Indep**	Check it! Use a highlighter and identify where you have used: • Conversational language • Rhetorical questions • Repetition for effect

Light touch marking

The following subjects can be light touch marked: handwriting, reading journals, humanities, science and art and design.

To be effective light touch marking must happen systematically and as soon as possible after a piece of work has been completed.

In these subjects it is expected that:

- Teachers read through what has been written
- Correct spelling and grammatical errors, as well as any misconceptions which may require further comment or a question
- It is not acceptable to acknowledge the outcomes with a just tick at the bottom

In Humanities and Science we undertake end of unit evaluations to allow children and teachers to review on the outcomes of the unit. End of term reviews will only be effective if carefully explained and discussed with children, giving them an opportunity to review the half termly unit in their books before completing them. If a child has responded to a question with a green pen, this must also be checked and acknowledged by the teacher.

Success Criteria / Steps to Success

Each piece of work should have a sticker which states the learning intention and success criteria / steps to success. Below this it should be indicated whether the piece of work is independent or supported.

L.I. To use the grid method to multiply a 2-digit number by a 1-digit number **Steps to Success:** • I can partition the 2-digit number into the top of the grid • I can place the 1-digit number into the side of the grid • I can multiply the tens and then the units • I can total my answer at the end		
CT	**OA**	**Indep**

Appendix 1

Subject Specific Quick Guide

Literacy	• Every piece of work should be marked against the L.I • Day to day **gap** marking should be followed with a verbal or written supplementary comment/question to 'close the gap'. Verbal feedback should be evidenced by a child self-editing their work with a green pen and then acknowledged by the teacher. • One piece of literacy per week (usually an extended writing piece) is **depth** marked (inclusive of spelling and grammar). Within this piece of work, personal targets will be mentioned • One piece of work per week should be peer / self-assessed. In Upper Key Stage 2 (Years 5 and 6) a 'use it, prove it' box should be used in a minimum of 3 pieces of work • **Spelling tests** to be self/peer marked. Test scores to be recorded by teacher only • **Handwriting** to be light touch marked • **Destination Reader** will be light touch marked 2 days per week, 1 day self-assessed, 1 day ISpy and 1 day with a question • **All green pen feedback should be acknowledged with a tick or initialled**
Numeracy	• Every piece of work should be marked against the L.I • **Mental maths tests** to be self/peer marked. Test scores to be recorded by teacher only • One piece of work per week should be peer / self-assessed. In Upper Key Stage 2 (Years 5 and 6) a 'use it, prove it' box should be used in a minimum of 3 pieces of work • Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'. Verbal feedback should be evidenced by a child self-editing their work with a green pen and then acknowledged by the teacher. • Presentation will be commented upon if required • **All green pen feedback should be acknowledged with a tick or initialled**
Humanities and Science	• Light touch marking with every piece of work should be marked against the L.I • One piece of work per half term should be peer / self-assessed. In Upper Key Stage 2 (Years 5 and 6) a 'use it, prove it' box should be used in a minimum of 3 pieces of work per half term • **All green pen feedback should be acknowledged with a tick or initialled** • At the end of each unit children are expected to complete an end of unit evaluation. Their comments need to be checked, with misconceptions addressed and a teacher comment added.
Art and DT	• Every piece of work should be marked against the L.I • The success criteria will be highlighted where it has been met
Homework	• Light touch marking • **Gap** marking should be followed with a verbal or written supplementary comment/question to 'close the gap'. Verbal feedback should be evidenced by a child self-editing their work with a green pen and then acknowledged by the teacher.
Early Morning Work Books	• Light touch marking • Peer and self-assessment
EYFS	• In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. It is appropriate for pupils to comment on these aspects of what they have done well, a problem they have overcome and what they need to improve to develop learning further verbally and for this to be recorded in special books. As part of focus group tasks, a marking question should be posed and children should respond verbally, and when able, using green pen response

Appendix 2

Making marking manageable

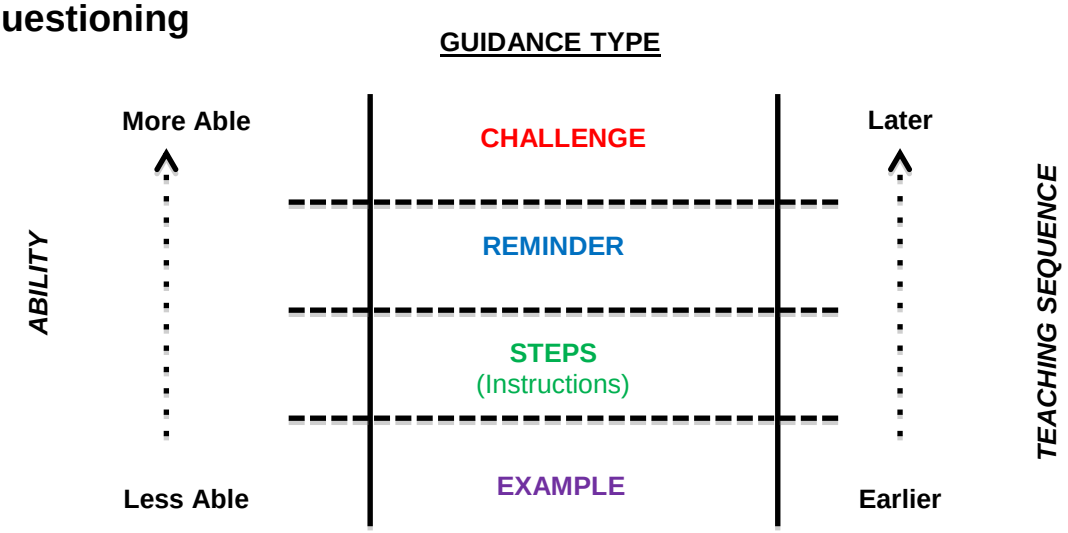
Marking is an *essential* part of personalising and accelerating pupil attainment and progress. Effective teachers use strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth)
- Mark some pieces of work with your focus group
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time
- Use the marking code/highlighter pens to support the quick marking of writing and allow time for written comments underneath
- Refine time management skills and use time effectively e.g. during assemblies etc. Ensure work is marked **regularly and promptly** after completion, to allow for immediate assessment and feedback
- Verbal feedback is a time efficient and high impact method of ensuring visible progress (see page 5)
- As an effective and time efficient way to significantly extend children's learning in extended writing the following may be appropriate:

    - ✓ Highlight up to three aspects of a piece of writing that shows achievement in relation to the stated learning intention. The use of a highlighter pen is time efficient and effective. Individual words or sentences can be highlighted to indicate achievement in relation to the learning intention
    - ✓ Encourage children to indicate when they feel that they have met a learning intention / work target by indicating 'T' in the margin or on the same line. This supports children to remain focussed on the Learning Intention throughout the duration of the activity and is an important form of self-assessment
    - ✓ Suggest a specific improvement

Appendix 3

Questioning



Challenge: Set a challenge to help the pupil progress even further. ***e.g. Now rewrite your last paragraph to include a cliff hanger, which creates suspense***. In maths this may be a problem solving / deepening learning question or asking the child to explain the strategy / using technical vocabulary.

Reminder: Remind the children of something that they should have done such as a missed SC step, individual focus target ***e.g. Remember the introduction should state why you are writing. Now add sentences to show this***.

Steps (Instructions): Similar to a reminder, but in more manageable steps so it's easier to follow and achieve. e.g. **First** partition your number into tens and units **Then** add each place value together.

Example: Ask the child to improve something by providing an example ***e.g. Put this sentence into your story * to improve the description of the setting. Think about how this improves it*** or ***write a sentence with an interesting starter – cautiously, she tiptoed.....***