| HYNDBURN PARK PRIMARY SCHOOL |
| MARKING AND FEEDBACK POLICY |

OUR VISION

At Hyndburn Park, children are at the heart of all that we do. We hope to inspire, nurture and encourage everyone to aim high, work hard, and fulfil their potential. We promote a love of learning, and encourage everyone in school to become, and remain, independent, confident, thoughtful and considerate members of society, able to make well-informed decisions. We aim to make learning fun, and to celebrate every success along the way. We hope to instil in each person, the desire to become the very best they can.

OUR VALUES

1. We are all differently EQUAL.
2. We TRUST each other.
3. We behave with HONESTY and INTEGRITY.
4. We treat each other FAIRLY and with RESPECT.
5. We BELIEVE in ourselves and in each other.

1. INTRODUCTION

The marking and feedback policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning.

Throughout the school, practice is consistent and in line with the overall policy on assessment, recording and reporting. This policy also complements the Teaching and Learning policy and is a vital component in maximising the full learning potential of all our pupils.

The aim of marking and feedback is to lead to improvement in pupils' understanding and work.

At Hyndburn Park Primary School we believe that marking and feedback should provide constructive learning opportunities for every child; focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. In this way we hope to enable every child to achieve their full potential.

2. POLICY AIMS AND PRINCIPLES

PRINCIPLES

- Wherever possible, pupils should be involved in marking and feedback practices encouraging a dialogue for learning between pupils and adults.
- All adults working with pupils should give feedback on their learning.
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of our school.
- Feedback may be written and / or oral.
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil).
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given.
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge.

- Marking and feedback should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations.
- It should also take into account pupils' targets and their progress towards these.
- Marking and feedback will also provide positive feedback and promote high expectations and engagement in learning.

AIMS

We recognise that marking and feedback are crucial to the assessment process and, if done effectively, can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Establish opportunities for prompt and regular written or spoken feedback with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- Ensure children are praised when they focus their comments on the learning objectives for the task.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his / her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that teachers are selective in the aspects they choose to comment on, making sure the marking is against the learning objective.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking, together with other information to adjust future teaching plans.
- Provide children with time to act on the feedback they are given.

Marking and feedback in the AfL Cycle

To maximise the impact of marking and feedback it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (e.g. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc).
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix 3).
- Marking and feedback given will inform planning for learning.

3. STRATEGIES

We recognise that many strategies need to be used on a daily basis to enable teachers to move children on in their learning. At Hyndburn Park we have decided to use a combination of the following strategies to enhance our teaching and essentially help children to strive to achieve highly.

Marking Code

The key to any good marking is that the children have seen good modelling by the teacher, and understand what it means, but that they need time to respond to it.

Oral Feedback

- The learning intention should always be the focus of the feedback. This is given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place. A record of this could take any of the following forms;
  - o Annotated notes on plans
  - o Observations in Learning Journals
  - o Summary notes on pupils' work
  - o Summary notes written by pupils
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways (see above)

Distance Marking

- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application / next steps and / or fully diagnose misconceptions / errors.
  When distance marking, the following should be taken into consideration:
  - pupils should be able to read and understand the comments or have the comments explained to them
  - comments should be spelt correctly
  - the school handwriting policy should be followed when writing comments
- Children need to be allowed time to read marking prior to starting their next piece of work.
- In EYFS classes, marking is always carried out with the child.

Self–assessment and evaluation – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria / targets etc and identify areas for improvement (for this to be successful, effective marking and feedback must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning / work). Pupils should be encouraged to continually look to improve their work and learning (see Appendix 3).

Peer assessment and evaluation – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix 3).

Acknowledgement Marking

The following codes should be added to pieces of work to indicate the nature of the work, and where verbal feedback has been given.

G for guided group work.

VF for verbal feedback.
I Independent.
S Supported.

Wish Time

In order to allow children to respond to marking the following takes place:

Reception, Year 1 and Year 2 (Y2 only autumn and spring terms) – verbal feedback and discussion with the children at the time they are completing their work.

Year 2 (summer term) and Year 3 (autumn term) – introduce 'wish time' so children respond to marking independently for English and theme lessons during the guided reading response workshop session. Green dots are added above the mistake, and in the margin, which will support children in locating where they need to make a change. The green dots need to link to spelling, punctuation and grammar, appropriate to the child's level. Once the child has corrected their mistake, the green dot can be ticked to show that the adult marking the piece of work has responded to it.

Year 3 (from the spring term) to Year 6 – use 'wish time' so children respond to marking independently for English and theme lessons during the guided reading response workshop session (Year 6 will use the learning conference session). The green dots will only be added to the margin on the same line as the mistake. This will encourage children to find where they need to make the improvement(s). The adult will put a tick through the green dot if the mistake has been corrected.

Closed Exercise Marking

Wherever possible children will self-mark these activities or work will be marked as a class or in groups. Children will use a coloured crayon to self-mark work with a tick or cross.

Paired Response

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or teacher.

Spellings

Mark work covered in spelling exemplification, high frequency words, or words containing taught phonics or spelling patterns that the children have learned. Draw attention if they haven't spelled them correctly, relevant to the child's phonics phase, but do not correct more than three on a page (patterns, not actual words).

Quality Marking

Quality marking will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.

Expectations are that all members of staff will use *quality marking* for all unit outcomes. Highlight in pink (with a pink asterisk by the side) between one and three places where the child has written the best aspects against the learning intention. Highlight in green (with a green swirl by the side) areas where some improvement can be made. Please see the marking and feedback poster for exemplification of this (see appendix 1). A copy of the poster should be displayed in each classroom, and should be referred to regularly. A second swirl should be added to the end of

the work followed by a 'closing the gap' comment. This will help the children to close the gap between what they have achieved and what they could have achieved.

Prompts

Closing The Gap Prompts (see Appendix 4 for further examples):

- Reminder prompt – the simplest form of prompt and refers back to the learning objective / success criteria
- Scaffold prompt – provides further support. This may take the form of a question or a short cloze procedure
- Example prompt – this is the most detailed support and gives children examples from which to choose

e.g. LO: To use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a .... monster with teeth like...............

Example prompt: Instead of the word 'bad' you could use:
- Terrifying
- Ferocious
- Spine-chilling

e.g. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of 25+25+25=   you could calculate 25 x ? =

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication: 6x10 =   or 10x6 =

Non-negotiables documents in English and mathematics are useful documents that can be referred to by the teacher and children. Each year group will display a copy of the non-negotiables on the working walls in English and mathematics. Y6 classes will add the non-negotiables to the back of the pupil progress tracker in order to refer to these during weekly learning conference sessions.

Application of the policy will be monitored through regular book sampling and discussion with the children.

4. EXPECTATIONS

At Hyndburn Park we have agreed to:

- Ensure that children are always provided with success criteria, which is related to the learning intention, so that they are clear about learning expectations.
- Use a variety of marking and feedback strategies to develop pupils' own self-evaluation.
- Continuously model good practice in marking to children as part of daily teaching to help them to develop an ability to evaluate their own work and that of others.
- Provide oral feedback wherever class discussion takes place.

- Provide effective feedback to children about their work, recognising that this will take many forms, depending on the nature of the task and the time available.
- Complete distance marking which is accessible to children and manageable for teacher.
- Create a system of codes which can be used as part of the marking process and which is consistent throughout school.
- Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.

When marking, adults at Hyndburn Park will:

- Use a black or blue pen.
- Highlight by underlining to identify successes – pink.
- Highlight by underlining to identify areas of weakness or where more practice is needed – green.
- Within mathematics, to highlight the daily objectives / I can statement at KS1 and KS2.
- Mark English and mathematics on a daily basis.
- Use the next steps marking criteria in mathematics where appropriate (appendix 2).
- Within science, identify one / two aspects for comment related to learning goals.
- Give time for children to reflect upon comments / next steps and to respond to these (see 'Wish Time').
- Ensure every subject is marked to the objective (where appropriate).
- Add a teacher comment about how the child did on the work which will feed into the EYFS profile. A sticker or a stamp should be given to show praise (EYFS).
- Write a single line comment marking against the objective e.g. in Y1 'Well done you have sorted the shapes correctly'. In Y2 more detailed marking against the success criteria will be used. Work will be highlighted in pink where appropriate showing something they have done well. A group will have their work marked in detail with the teacher showing a next step target (KS1).
- Add more detail when marking to the objective. Work should be highlighted in pink to show areas achieved, with areas for development highlighted in green. One group's work will be marked in more detail each lesson so by the end of the week all the children will have a piece of work marked in detail in English and numeracy (KS2).
- Mark all extended writing in detail with a pink asterisk for a positive comment and a green swirl for a next step and area to grow in (all year groups).
- Underline and overwrite any spelling mistakes, in KS1, applicable to the phonics phase a child is working at. A **sp** should be used in KS2 for the child to correct. Time will be given for pupils to return to the spellings to correct them.
- Ensure that all work that is marked is be initialled by the person who is marking it, if it is not the class teacher.
- Use stamps, house points and stickers to show praise (all year groups).
- Provide effective feedback in mathematics, which may include identifying next steps, modelling efficient methods, highlighting errors, identifying gaps and setting tasks if appropriate (see appendix 2).
- Mark work in accordance with the school's handwriting policy.
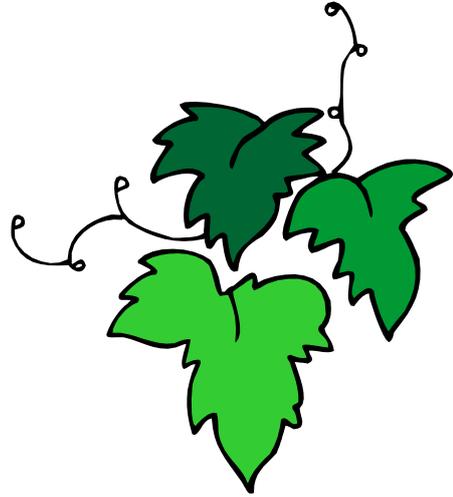
Alan Timmins
September 2013

Updated: Saiqa Tabsim
   September 2014
   September 2015
   July 2018
   July 2019

I will highlight in **pink** anything that I am **tickled pink** with!
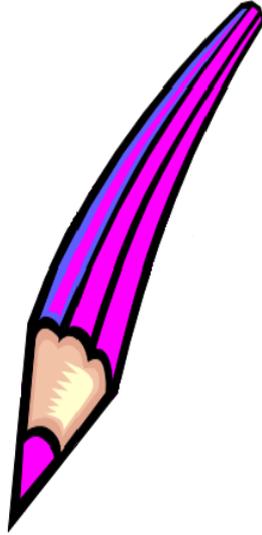
I will highlight in **green** anything I think needs to grow.

APPENDIX 2

Effective next steps marking in mathematics

- The next steps marking should be useful, e.g. if the pupil did the piece of work again could they do it any better as a consequence of marking.
- Most effective next steps marking is immediate and may involve explanation and use of resources, models and images.
- Next steps may be verbal and / or written.
- Effective feedback should intervene if a child has shown a lack of understanding or is using an incorrect method / strategy.
- Can be based on the outcome of a piece of work.
- If the work is correct with thorough understanding, next steps could be to identify the next step in their learning or through setting a challenge for the child.
- If work is correct but methods are inefficient, appropriate next steps would be to model an efficient method.
- If work is incorrect, this may be due to inefficient methods, an incorrect part of the process or lack of prior knowledge and understanding. Next steps should therefore highlight errors and model efficiently (this may be done orally), re-set tasks, identify the error in process and then re-set the task, if necessary, or identify the gap in learning and address this.
- Next steps may be effectively re-shaping tasks and activities during a lesson and also through the use of mini plenaries to deal with common errors.

Examples of effective / ineffective marking

This example of marking is effective.

The child has shown difficulties with the second and third questions. Intervention has taken place at this point and the fourth question has been completed.
The teacher has decided to provide more examples for the child to practise independently with the same numbers used but in a different order and to also consider use of the equals sign alongside this learning.
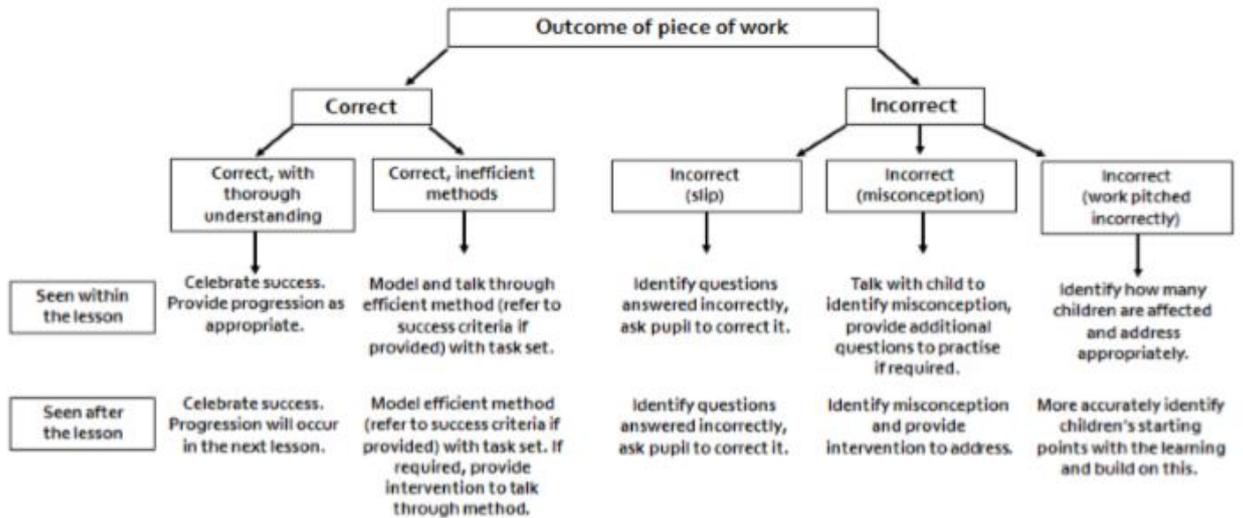

This example of marking is unnecessary and has no impact on learning.

The child has shown success with the four questions. The first comment tells the child something they already know from the ticks and the next step is not appropriate as it is acceleration rather than deepening learning. Further challenge could be provided by still comparing three-digit numbers e.g. 246 < 2_4

Example of unpicking slips / misconceptions

Outcome of piece of work

	Correct		Incorrect		
	Correct, with thorough understanding	Correct, inefficient methods	Incorrect (slip)	Incorrect (misconception)	Incorrect (work pitched incorrectly)
Seen within the lesson	Celebrate success. Provide progression as appropriate.	Model and talk through efficient method (refer to success criteria if provided) with task set.	Identify questions answered incorrectly, ask pupil to correct it.	Talk with child to identify misconception, provide additional questions to practise if required.	Identify how many children are affected and address appropriately.
Seen after the lesson	Celebrate success. Progression will occur in the next lesson.	Model efficient method (refer to success criteria if provided) with task set. If required, provide intervention to talk through method.	Identify questions answered incorrectly, ask pupil to correct it.	Identify misconception and provide intervention to address.	More accurately identify children's starting points with the learning and build on this.

9 - 10 . 17   To find percentages of amounts

Find 5% of:

	10%	5%
1. £ 3 4 0	£ 3 4 ✓	£ 1 7 ✓
2. £ 2 2 5	£ 2 2 · 5 0	£ 1 1 2 5 ·
3. £ 1 0 4 6	£ 5 2 3 ·	£ 2 6 1 · 5 0 ·
4. £ 1 0 · 6 0	£ 1 · 0 6 ✓	£ 0 · 5 3 ✓

Slip

The child has made two separate slips here, but as they are not repeated it is not a misconception.

In question 2, the child has omitted the decimal point in the answer for 5%.

In question 3, the child has halved the original amount and halved it again, when they should have divided the original amount by 10 and then halved this answer.

The child may be provided with another to check that these slips were isolated.

9 · 10 · 17   To find percentages of amounts

Find 5% of:

	10%	5%
1. £ 3 4 0	£ 3 4 ✓	£ 1 7 ✓
2. £ 2 2 5	£ 2 2 · 5 0 ✓	£ 2 · 2 5 ·
3. £ 1 0 4 6	£ 1 0 4 · 6 0 ✓	£ 1 0 · 4 6 ·
4. £ 1 0 · 6 0	£ 1 · 0 6 ✓	£ 0 · 1 0 6 ·

Misconception

The child has completed the first question correctly (though this may have been scaffolded) but for all the subsequent questions has divided by 10 (the correct first step) and then divided by 10 again.

This has resulted in an impossible answer in question 4 which hasn't been recognised by the child.

This misconception is likely to have occurred through an over-emphasis on the process without the understanding of the link between 10% and 5% of an amount.

Intervention is likely to be required following a discussion with the child.

APPENDIX 3

<u>Self and Peer Evaluation Prompts</u>

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked ……

I learned…

I think I will…

I never knew…

I discovered…

I was surprised…

I still wonder…

I have learnt….

Next time I could…..

I now know…..

I found……. difficult because……

I solved……. by……

The best example of …… is …….

I like the way you……

……. is effective because……..

You could make your work better by …………..

Have you thought about……

If we look at the success criteria we can see…….

Next time you could……

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen…
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships — We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:
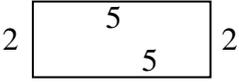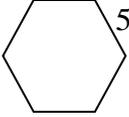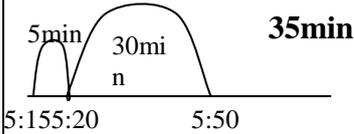
- **Respect** our partner's work because they have done their best and so their work should be valued

- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective

- **Tell** our partner the good things we see in their work.

- **Listen** to our partner's advice because we are trying to help each other do better in our work

- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion

- Try to make our suggestions **positive** and as **clear** as possible.

- Get our partner to **talk** about what they tried to achieve in their work.

- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)

APPENDIX 4

Closing the Gap Marking Prompts - Examples

Reminder Prompts	Scaffolded Prompts	Example Prompts
LO: To describe a character You have begun to build a picture of your monster, but tell me more about what type of monster he is.	What kind of monster was he? Change 'bad' for a word which makes him sound scarier.	Instead of the word 'bad' you could use: • Terrifying • Ferocious • Spine-chilling
LO: To choose the operations needed to solve a problem You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.	3 bags of sweets at 25p each. Instead of 25+25+25= You could do 25x ? =	6 bricks at 10cm high. Instead of the repeated addition you could try multiplication 6x10=
LO: to describe a setting You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?	You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?	How did the sun shine? Could you use any of the following: • The sun shone brightly • The bright sun cast its glistening rays over the earth • The sun's rays sparkled through the trees
LO: to use appropriate symbols in simple formulae The = sign has been used correctly in these number sentences. Remember that < means 'less than' and > means 'greater than'	Is (10+5)-6 greater or less than (10-5)+ 3?	(10+5) — 2 > (is greater than) (10 — 5) + 6 but (10 +5) — 2 < (is less than) (10-5) + 9 Have another go at the ones I have highlighted.
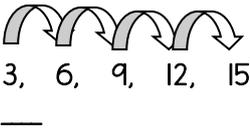
Reminder Prompts	Scaffolded Prompts	Example Prompts	Open Ended
LO: to explain the pattern for a sequence of numbers and work out the next few numbers in the list Work out the pattern first: +3 +3 +3 3, 6, 9, 12, 15 ___	Can you explain this pattern? 25, 22, 19, 16 What would be the next two numbers in the pattern?	4, 8, 12, 16, Circle the next number in this pattern: 18, 24, 14, 20 Explain how you know that 20 would be the next number in this sequence.	Can you create your own sequence and explain the pattern? Create your own sequence with 5 in the middle. How many different ways can you do it? ☐ ☐ 5 ☐ ☐
LO: to solve problems involving calculating a perimeter To find the perimeter..... Remember: perimeter is a measure of the length or distance around a shape.	Find the length of each side 2 [5 / 5] 2 Add all the sides together. 2 + 5 + 2 + 5 = 14	5 What would the perimeter of this regular shape be... Why? 20, 30, 40,	If the perimeter of my rectangle is 24 cm, how many ways can you draw it?
LO: to work out how long it takes to do something if I know the start and end times Remember there are 60 minutes in an hour not 100. Try question 3 again.	This time line calculates how long it is between 5:15 and 5:50. 5min 30min **35min** 5:15 5:20 5:50 Can you work out how long between 6:10 and 6:55?	Use a time line to work out how long is it between 10:40 and 11:15? Is it: 1 hour 35 mins, 75 mins, 35 mins	If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end?