



Marking and Feedback Policy

Copley Junior School

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MARKING AND FEEDBACK POLICY

At Copley Junior School we see marking pupils' work as an essential part of learning and teaching, informing planning and assessment. We feel that responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and supports children to make good progress.

Purpose of the Policy

The purpose of this policy is to make explicit how teachers mark work and provide constructive feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. The marking policy will be monitored, evaluated and reviewed on an annual basis and agreed by all staff.

Aims for Marking and Feedback to Pupils

1. To promote learning and raise the achievement of pupils
2. To encourage, motivate, support and promote positive attitudes
3. To promote higher standards
4. To recognise achievement, presentation and effort
5. To provide information for assessment
6. To inform planning
7. To correct errors and clear up misunderstandings
8. To provide constructive feedback and identify ways to improve
9. To show pupils that we value their work
10. To allow pupils to reflect on their work and set new targets

Effective feedback will:

- be consistent and in line with the overall policy on assessment, recording and reporting throughout the school;
- provide feedback to pupils about their work promptly and regularly, as an integral part of classroom practice and teaching and learning;
- include both oral and written feedback as appropriate;
- focus the response on the learning objectives and success criteria;
- provide pupils with opportunities to assess their own and others' work and give feedback to one another (peer mentoring);
- use the information gained, together with other information, to adjust future teaching plans;
- depend on regularly reviewing the policy, making sure that it is understood by new members of staff so that practice continues to reflect school policy.

All the above will ensure that pupils understand their achievements and know what they need to do next to make progress.

Policy into Practice

The most powerful form of feedback is clearly oral, face-to-face dialogue between teacher/learning support assistant and child, or children giving feedback to each other. However, this is not always possible therefore teachers use written marking to give children feedback about their work. Hence all marking should have a purpose that the pupil is aware of.

Purposes/Reasons for Marking

- To recognise, encourage and reward children's effort and achievement, and celebrate success;
- To provide dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work;
- To improve confidence in reviewing their work against targets i.e. the next steps in learning;
- To enable editing, improving and refining against success criteria;
- To inform the planning and delivery of support (including providing for the more able) for identified pupils;
- To provide evidence of assessment and levels achieved;
- To assist in the process of involving parents/carers in their child's education.

Feedback must be positive, clear and appropriate in its purpose. It needs to offer positive benefits to staff, children and parents/carers, and the outcomes need to be reflected in planning.

Positive feedback should:

- Refer to the objectives which are set for the lesson.
- Motivate the child to improve next time.
- Demonstrate the value of the child's effort and achievement.
- Allow for self-assessment and peer mentoring where the child can recognise their difficulties and mistakes, and feel comfortable in accepting help and guidance from others.
- Inform the teacher of the child's progress and needs for future planning.
- Set clear targets for the child.
- Confirm a purposeful relationship between teacher and pupil or pupil and pupil. Marking/feedback must take into account each child's ability, perceived effort and comparison to other work.

All staff must follow the agreed school procedures in their marking of pupils' work. This gives children continuity throughout their time at Copley Junior and supports transition from year group to year group.

Parents and visitors, e.g. student teachers and supply staff, should have the marking policy explained to them.

Whilst accepting that marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

The school has decided to adopt three methods for marking.

1. Impact Marking
2. The 'Arrow and Two Ticks' System
3. The Marking Code

1. Impact Marking

Adults in the classroom make use of a pink highlighter within lessons to highlight to a child an aspect of their work that can be improved immediately during the lesson. As the adult highlights the child's writing/working in Maths, their verbal interaction with the child will indicate the improvement that could be made and will support the child in improving/correcting their work without delay.

2. The 'Arrow and Two Ticks' System (see Appendix 1)

The arrow and two tick system is used to mark the pupils' work against the learning objective set. The ticks relate directly to the lesson objective AND the individual capabilities of the child. The method of marking can be used across the curriculum, including home learning tasks, and can be conducted both verbally and in written form.

3. The Marking Code (see Appendix 2)

The Marking Code is used for written pieces of work and marks the semantics of the writing, mainly spellings, punctuation and grammatical errors.

The '**Arrow and Two Ticks' System and Marking Code** methods of marking are clearly displayed in every classroom so that all staff and children are aware of the meanings of the various markings.

School Guidelines

- **All work should be marked.**
- All work, including home learning tasks, should be marked in accordance with this policy.

- Green pen should be used to mark pupils' work and care should always be taken to preserve the integrity of pupils' work. If the work is to be put on display it will be marked in pencil.
- We aim to mark English and Mathematics work for the next day.
- All other work should be marked as quickly as practicable.
- Marking should identify the strengths of pupils' work and identify one or two key areas for development, whenever possible.
- Written comments should make reference to the learning objective and success criteria where possible.
- When appropriate, feedback should refer to previously set targets.
- The use of pupils' names in feedback is to be encouraged as this personalises the comment.
- Comments may be made about presentation if thought necessary. The adult marking the work should write in the acceptable school script, thereby creating a positive example.
- Where appropriate, pupils should initial any written comments or targets to show that they have been read. For this purpose, time should be built into the lesson for children to read, reflect and respond to marking. The teacher may question the children about the marking.
- Much time is often spent marking spelling, grammatical or secretarial features such as capital letters, full stops and punctuation; we do not need to make spelling and punctuation the focus of *every* piece of marking *in addition* to the original success criteria.
- Use is made of pre-teaching 'cold' tasks as appropriate in Writing and Maths. These may be done on blue paper or mini whiteboards etc. as decided by the class teacher. Pieces of Writing at the end of a teaching sequence (the 'warm' task) are completed on yellow-themed paper. These directly inform teacher assessment as, when marking warm task writing, teachers highlight the year group writing expectations sheet for each child. This evidences where objectives have been met and gives clear targets for improvement that are shared with the pupil. Warm tasks will be completed regularly in Maths and written feedback provided.
- Cold and warm tasks are dated to aid the monitoring of progress.
- A standard school format is used in Writing books for marking against the success criteria (for teacher, pupil and peer).

Self- Assessment

Children are encouraged to reflect on how they feel they have met the success criteria by using the traffic lights system at the end of their piece of work. Children know that this helps the teacher to give them the appropriate support or next challenge in the subsequent lesson.



Red = I need help!

Amber = I am nearly there

Green = I've got it

Children are encouraged to reflect on their writing and to briefly self-assess against the success criteria e.g. I used a dramatic opening sentence. Next time I need to include a rhetorical question.

In Lower KS2 children will be supported to develop this skill as part of whole class teaching and guided writing groups.

Peer Assessment

Children are shown how to assess the work of their peers constructively. This is a valuable learning opportunity for both children, as it gives opportunity to reflect further on the success criteria of the task, how it has been achieved and next steps. Children are encouraged to review their peer's work against the success criteria e.g. Sam used persuasive language well. Next time I think he should include a rhetorical question. When peer assessing, children write in pencil.

In Lower KS2 children will be supported to develop this skill as part of whole class teaching and guided writing groups.

Monitoring and Evaluating

As with all school policies, a whole school approach is required for the implementation of the policy, which should offer guidance and support to those at Copley Junior School.

The Senior Leadership Team (Head teacher, Deputy Head teacher (Assessment lead) and Assistant Head (Inclusion lead)) and subject leaders for English and Maths will monitor the implementation of this Marking Policy at regular intervals and maintain a

system for reviewing practice, promoting good practice and continuing to develop staff through effective communication and professional development.

The Policy will be reviewed by 1.9.17.

The following questions will be addressed:

- Does the Policy provide useful guidance?
- Is the Policy up to date?
- Do amendments need to be made? If so, what are they?

Amendments will be made and passed to all staff for approval.

Governors will evaluate the impact of marking through visits to school, looking at books, talking to pupils etc. It is the responsibility of the Curriculum and Standards sub committee and nominated English and Maths governors to report back to the full board on the progress the school is making to develop effective marking, the impact this has on pupils' progress and to support and challenge the work of the school to raise standards further.

Policy reviewed and updated by all staff and the Governing Body: October 2016

MARKING IN MATHEMATICS

- Encourage a pride in careful presentation at all times.
- The children always write the digital date at the top of their work.
- Work always has a title, related to the learning objective.
- A ruler is always used for underlining, drawing shapes and graphs and will follow the lines available in the children's books.
- Numbers should be in squares to emphasise place value.
- All Maths work to be done in pencil. The use of rubbers is discouraged.
- Reversed digits will always be corrected.
- Maths is always marked in green pen.
- If pupils are marking a mental test, they mark in pencil.
- When children review and correct/develop their work they write in red pen so that the teacher can quickly identify developed work.
- With calculations teachers mark with a tick if correct and a dot if incorrect. A suitable comment to be put at the side of the incorrect work to help the child understand the mistake. Teachers mark with a tick and a 'c' to indicate that a correction is now accurate.
- Crosses will not be used.
- The spelling of mathematical vocabulary should be correct and corrected in KS2.
- Children should be encouraged to show working out in their books so that the teacher can see how the child has arrived at an answer.
- Encourage children to self check work on completion.
- Work completed in Mathematics should be marked against the learning objective using the 'Arrow and Two Ticks' System. Comments made should refer to the success criteria.

- Remember effective marking does three things:
 1. It says specifically what has been done well.
 2. It identifies what has been less successful.
 3. It suggests how improvements can be made.
- An effective marking comment should refer to the original learning objective.

MARKING IN ENGLISH

- Encourage a pride in careful presentation at all times.
- The date will be written in words at the top of the work.
- Work always has a title, related to the learning objective.
- Children to write in pencil or handwriting pen as appropriate to the year group.
- All aspects of English work are marked in green ink by the adult and pencil by the children.
- In English exercise books children stick in the success criteria on the left hand side of the page to refer to and support their learning during the task. Success criteria will be stuck onto the right hand side of the page for children who are left handed. In most cases, the success criteria is stuck in so that learning time is not lost by children copying them out, however there will also be occasions when children are formulating their own criteria and so will write them in their book. Children complete their writing on the right hand side of the page. Children who are left handed will complete their writing on the left hand side of the book so they can refer to the success criteria on the right hand side. When children review and improve their work they write in red pen so that the teacher can quickly identify developed work. The space on the left hand side of the page is used for children to extend/develop their writing in response to the marking feedback. Peer assessment work is also completed on the left hand side of the page.
- The codes 'Sp', 'CL', 'FS' and 'P' are written in the left hand column to indicate errors to be corrected. In order to support specific children as appropriate, errors may be underlined to highlight the mistake to be corrected or be written above the mistake.
- Encourage children to self check written work on completion.

- Work completed should be marked against the learning objective using the 'Arrow and Two Ticks' System. Comments made should refer to the success criteria.
- Remember effective marking does three things:
 1. It says specifically what has been done well.
 2. It identifies what has been less successful.
 3. It suggests how improvements can be made.
- An effective marking comment should refer to the original learning objective/success criteria.
- These principles apply to the marking of written work in all curriculum areas.

Appendix 1 - The 'Arrow and Two Ticks' System

- The arrow and two ticks system is used to mark the pupils' work against the learning objective set.
- The ticks relate directly to the lesson objective AND the individual capabilities of the child.

—————▶ indicates that less than expected progress has been demonstrated

- 1 tick - indicates that the objective has been met
- 2 ticks - indicates that more than expected progress has been achieved
- This system can be used throughout the school
 - by all teaching and support staff
 - by the children themselves as part of self and peer assessment
- Brief, constructive comments which offer praise can then be made. These will include clear next steps for the pupils to improve their work and make progress.

Appendix 2 - Our Marking Code

AH Adult help given (initials if not the teacher)

VF Verbal feedback

JJ I like this

Sp Spelling mistake to be corrected

CL Missed capital letter

FS Full stop needed

P Incorrect punctuation

// New paragraph needed

 Replace this word

^ Something missing here

? This doesn't make sense