

# FAIRFIELD COMMUNITY PRIMARY SCHOOL

*Aiming for Happiness and High Standards*



## *Feedback and Marking Policy*

## Mission Statement

*At Fairfield Community Primary School, we aim to provide a safe, secure environment which will promote **happiness and high standards**.*

*We aim to meet the needs and celebrate the achievements of all pupils, who, through high expectations and high standards of teaching will reach their own potential regardless of ability.*

*We offer equal opportunities to all in the belief that Fairfield children will take their places as productive, valued and tolerant members of society.*

“The most powerful single moderator that enhances achievement is feedback” John Hattie

We believe that marking should provide constructive and challenging feedback to every child, focusing on success and improvement against learning intentions and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and therefore take the next steps in their learning. We aim to provide a system of feedback and marking that is consistent and continuous, across each stage within our school. Marking will inform and influence our planning and help children to close the gap between what they can currently do and what we would like them to be able to do.

### **Aims:**

#### **Effective marking should:**

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning intentions and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- allow specific time for children to read, reflect and respond to marking and ultimately be seen by children as a positive approach to improving their learning
- Help teachers evaluate teaching and inform future planning and target setting
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- involve all adults working with the children in the classroom

#### **How do we mark children's work?**

The learning intention and date for each lesson must be recorded by the teacher. This could be a photograph or written in a diary by the teacher or T.A. This ensures that the L.I for each piece of work can be traced and linked to the work in the child's book.

## Success criteria

Where appropriate, teachers may provide specific success criteria for children to tick either as they work or when they have completed a piece of work. At times it will be appropriate for these success criteria to be drawn up with the children as part of the lesson.

## Oral Feedback

At Fairfield, knowledge of our children's learning styles has taught us the importance of children receiving regular oral feedback is strongly recognised. Oral feedback should be used to intervene at the point of learning and correct misconceptions at a stage where pupils can still do something about them or to extend the child's learning. The work will then be ticked and an appropriate marking code given e.g. 'verbal feedback given'.

## Written Feedback/Marking

This usually consists of ticks (pink) and dots (green) and is associated with closed tasks or exercises where the answer is either right or wrong. In KS2, this can also be marked by the children as a result of discussion. Where the work has seen significant adult input/support, this should be highlighted using the appropriate code. Where errors or omissions are made against previous learning that children should now be applying confidently, a green line should indicate where the error has been made and the child should work out for themselves what correction is necessary and record appropriately with a purple pen.

It is important that across the school marking is consistent and recognisable by the children. The symbols key should be clearly displayed around the classroom and children's attention must be regularly drawn to these.

## Marking Codes

Literacy or Topic		Maths	
I	Independent work	✓	Correct
T	Teacher guided	.	Incorrect, try again
TA	TA guided	✓C	Completed correction
VF	Verbal feedback		
P	Punctuation missing		
CL	Capital letter missing		
?	This doesn't make sense		
]	Paragraph		
Sp	Spelling mistake		
^	Omission		
✓✓	Outstanding example		

When TAs work with a group, their marking should relate to the L.I. and success criteria and specify areas of difficulty. This will be used by teachers to inform future planning.

Other pieces will be marked in greater detail and should always relate to the learning objective and any success criteria formulated as part of the lesson or unit of work. Marking should provide a

focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved. Useful closing the gap comments are:

- Reminder Prompt: linked to success criteria and L.I e.g say more about....., explain this for me....
- Scaffolded Prompt: A sentence given by a teacher with missing words or an open ended question e.g could you try and make the ending more interesting? Describe the ....
- Example Prompt: Giving two or more alternatives or asking the child for an idea of their own.

Comments should be written using the "**tickled pink**" and "**green to grow**" system.

### **Tickled pink**

Examples to show where children have achieved the success criteria in a piece of work or to highlight what went well (WWW).

Success criteria will be recorded in books when it is a formative feedback piece of work.

### **Green to grow**

This is an area for the child to work on and improve.

Teachers will give children a prompt for improving work under the heading of 'EBI' (Even Better If'). Children will use purple pens to complete their improvement. This will be known as 'the purple pen of progress'.

Within lessons, teachers should build in time for mini plenaries with opportunities for children to reflect on success criteria and make improvements to work during the lesson. After quality marking, time should be given, either in the next lesson or in a specific response time, for children to read the marking comments and respond to the suggestions. This will be known as 'MAD Time' (make a difference time)). Where children have responded to feedback marking in books, teachers should initial their feedback to acknowledge the child's response.

For children in Foundation and Y1: See Karen

### **Shared Marking**

Teachers sometimes use a piece of work from a child (with their agreement) to mark as a class/group, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

### **Self-assessment:**

KS2 children should draw smiley face or face with wiggly line (I need more practice) or a sad face.

KS1 children should indicate whether they feel they have achieved the L.O. and success criteria by colouring the appropriate face (as above): Y1 and FS2 children should put their book in the "Tickled pink: I have been successful" box or in the "Green to grow: I need more practice" box in the classroom. ??????

## **Key Stage Two**

KS2 Children will be taught to identify areas of success during the lesson and highlight it in pink pencil (relating to success criteria) Children should underline an area to work on (parts of success criteria not yet achieved), underline in green pencil and make improvements. This can be done either as mini plenaries within the lesson or at the end.

## **Paired Marking**

As the children's confidence with marking their own work against personal targets or success criteria grows then they may be expected to sometimes mark work in pairs. Children will need to be taught how to engage in peer assessment through a variety of techniques, including:

- Ground rules should be decided as a class and adhered to.
- Lots of modelling of how to assess a piece of writing.
- Using 2 different coloured pencils to differentiate successes and areas for development.
- Development of sentence starters for comments, in order for them to give written feedback. 2 stars and a wish can be used where effective.

## **Marking in Topic lessons:**

Marking in topic lessons should follow the same format as above.

## **Is This Working?**

- Do work trawls suggest that teachers are applying the marking policy and marking scheme?
- How clear are children about the symbols used and their purposes?
- Have children taken on board corrections and attempted to rectify their mistakes?
- Have comments made led to evident progress in children's work?

Policy re-written and reviewed by teaching staff: September 2013