



Policy: Marking and Feedback
Reviewed: September 2017
Next Review: September 2018
Responsibility: Headteacher/Governors
Category: Monitoring and Feedback

Nelson St Philip's Church of England Primary School

Policy for Marking and Feedback

Statement of Safeguarding Children

At St Philip's Church of England Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request. Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Child Protection Officer is: Mrs Kathryn Ellidge, our Headteacher

Mission Statement

We love to learn. We learn to love. With Christ as our Guide we love and learn together". Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; every child is special in God's eyes.

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.

At St Philip's CE 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 PRINCIPLES

Marking and feedback should:

- Relate to learning objectives and success criteria, which must be shared with children.
- Include and involve all adults working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Inform future planning and individual target setting.

- Be consistent throughout the school, with set codes and strategies in place.
- Be underpinned by the confidence that every student can improve.
- Be seen by children as a positive means to improving their learning.

3. POLICY 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. Staff to use child friendly language such as 'steps to success' when devising the success criteria.
- 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 relating their comment to the learning objective or steps to success.
- 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 either at the start of the next lesson, Registration or other suitable time before the next lesson.

4. 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 St Philip's 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 need time to respond to it.

Oral Feedback

- A group working with an adult will receive oral feedback. The learning objective / steps to success / Interim Standards or Key Objectives and next step marking should always be the focus of the feedback.

Distance Marking

- Interim Standards / key learning Objectives / Steps to Success to be the focus of written comments.
- Include pink tick to acknowledge LO met. Include a pink asterisk beneath the work where a teacher may list positives linked to Steps to success / interim Standards.
- Green comments made to identify where growth is needed.



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- Where any piece of work is not up to the required standard in English or Maths the acronym: NUTS to be used.
- Where a piece of work is of an exceptional standard a crown stamp to be used.
- Children need to be able to read and understand written comments.
- Children need to be allowed time to read marking prior to starting their next piece of work each day. This is to be identified as 'Fix-it Time'. This should be acted upon immediately as further examples and then included in subsequent pieces of work in the next lesson.
- It may be quality marking or a comment that takes learning forward.
- In EYFS classes, marking is always carried out with the child. Parts of correctly spelt words to be ticked beneath.

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 plus initials for guided group work.

V for verbal feedback and a bullet point of what's been discussed.

Ind Independent.

vLO Learning Objective Met

NUTS Work not up to standard for English or Maths in any subject.

Closed Exercise Marking

Wherever possible children will self-mark these activities or work will be marking 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.

Self Assessment

The children use a range of self assessment strategies within their work. See Appendix 1 for examples used in both KS1 and KS2.

Children in EYFS and KS1 to colour a traffic light stamps using red, yellow or green.

Peer Assessment

- Peer Assessment should take place at least once a week across different subjects.
- Use of Post-it notes or sticky labels to be used by children to record their comments on rather than being written in children's books.
- Key learning objectives/ Marking ladders to be on display and above comments stuck next to relevant skill.

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, but do not correct more than three on a page (patterns, not actual words).

Quality Marking

Independent writing is to be used for assessment purposes. Teachers will highlight in pink to indicate where key skills have been used and make a note on the page of the skill used.

No green for growth or fix it time will be required on independent work.

In maths, green can be used to challenge children or to give an example of how to move their learning on. Marking can also indicate missing steps in the method used by the child.

Underline in pink where the child has written the best aspects against the learning objective / steps to success.

Underline in green areas where some improvement can be made. Please see the marking and feedback poster for exemplification of this. A copy of the poster should be displayed in each classroom, and should be referred to regularly. This will help the children to close the gap between what they have achieved and what they could have achieved. Children acting on their 'green for growth' to be acknowledged with a pink tick.

Closing the Gap Comments:

- Remember prompts.
- Scaffold prompts.
- Example prompts.

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

5. ORGANISATION AND PRACTICE

At St Philip's we have agreed to:

- Ensure that children are always provided with steps to success, which is related to the learning objective, 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 teachers at St Philip's will:

- Use a pink and green pen.
- **Underline in pink to identify successes.**
- **Underline in green to identify areas of development or where more practise is needed – green.**
- Mark English and Maths on a daily basis.
- Give time for children to reflect on comments / next steps.
- Every subject will be marked to the objective / steps to success.
- Teaching Assistants will use a purple pen and will mark the group they are working with.



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- Work that is marked by Supply Teachers or Teaching Assistants should be initialled by the person who is marking it.
- All year groups will use stamps, team points and stickers to show praise.

In EYFS (Pendle), it will be a teacher comment about how the child did on the work, which will feed into the profile. A sticker or a stamp should be given to show praise.

Frequency of Marking

- In KS1 and 2 two group's work will be marked in detail each lesson so by the end of the week all the children will have at least two pieces of work quality marked in detail in English and Maths.
- Pupil Premium children will have their Maths and English books marked in detail every day.
- Foundation subjects will be marked each week.

Response to Marking

- The children MUST be given time to respond to comments made in marking in all subjects. This is to be known as 'Fix-it' time.
- 'Fix-it Time' follow-up work is to be completed directly after the marked piece of work. Children need to be given opportunities to make corrections, read good examples and practise skills.
- Fix-it Time should only take 5-10 minutes at the start of each lesson.
- No date is needed.

Marking does not have to be at the end of the lesson

Marking does not need to be at the end of the task.

1. Marking can **intervene** to SUPPORT.
2. Marking can **intervene** to CONSOLIDATE.
3. Marking can **intervene** to ACCELERATE.
4. Marking can **intervene** to CHALLENGE.

Intervene to SUPPORT

Aids should be available in every classroom. Intervention next steps marking might suggest: **"Good try. Use a number line / counters / calculator to help you."**

"It will be easier if you write your numbers in the squares, like this ... (EXAMPLE)."

In some cases it may be necessary to have created a specific scaffolding sheet such as a pre-drawn grid for multiplication.

Intervene to CONSOLIDATE

This is not about 'Do another ten questions'. It is where children might just need a few more examples before they are ready to move on. The examples are *tailored* to the errors a child has made previously, after guidance has been given. e.g. A couple more questions where a zero appears in place value, because they have been missing it out.

Intervene to ACCELERATE

If lessons are properly differentiated, there will be tiered activities offering appropriate levels of difficulty. Next step Intervention marking can simply move the pupil onto the appropriate level of task. A higher level of task should be available as a next step for the more able. The comment might be:

Intervene to CHALLENGE

This is a little different from simply moving children on to an appropriate level of difficulty. This is about turning the learning around, asking children to put their learning into practice. Appropriate challenges might be:

"Super! How much change would you have if you spent twice as much?"

"Fantastic! Now think of a real-life situation where you would need to do this sum."

"Great. Can you use this method to solve the following problem? (EXAMPLE)"

Parents

It is important that parents are aware of how the marking system works. Parents can visit the school website to read the policy and paper copies are available in the general office on request. The marking policy is identified in the Home School Agreement which the parents are asked to sign at the beginning of each year.

All Staff

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