



# Barnes Junior School

## Marking and Feedback Policy

**Proud to learn**  
**Proud to achieve**

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**Date:** December 2017

**Person Responsible:** D Scott

**Review Date:** December 2018

**Links to other policies:** Teaching and Learning, Assessment, Staff Induction, Reporting to Parents, SEND, Inclusion, Educational visits, Curriculum.

### **Rationale**

‘Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils’ work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.’

*Report of the Independent Teacher Workload Review Group March 2015*

Teachers recognise that marking is an integral part of planning, assessment, teaching and learning. Responding to pupils’ work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

All staff follow an agreed system and we aim to use consistent procedures in responding to pupils’ work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children’s work can be found recorded in books, and on display, but some work is practical and much response is verbal. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

We believe that the most effective way of marking for all pupils is through dialogue.

### **Teaching and Learning Policy**

This policy reflects and reinforces the aims that marking will assist learning by motivating, highlighting and target setting. Thus, reinforcing what the children have learnt and identifying the next steps. This policy is an integral part of the Teaching and Learning policy.

## **Aims**

### **For Pupils:**

- To ensure consistency in response and assessment throughout the school.
- To focus on how we share learning intentions with the pupils and how they are going to evaluate their success.
- To assist learning.
- To encourage, motivate, support and promote positive attitudes.
- To promote higher standards.
- To have the opportunity to correct errors and clear up misunderstandings.
- To take pride in their presentation in every piece of work.
- To provide constructive feedback.
- To show pupils that their work is valued.
- To allow pupils to reflect on their past performances and to set new targets together with the teacher.
- To work towards achieving a pen license linked to their presentation.

### **For Staff:**

- To provide accurate and informed assessment information.
- To inform planning.
- To promote, and maintain, higher standards and aid pupil progress.
- To build time into lessons for pupils to reflect on marking.
- Follow the agreed marking scheme across the school.
- To provide clear and constructive feedback and mark to the focus of the lesson.

## **Marking and Feedback**

At Barnes Junior School, marking:

- Is positive and constructive- rather than destructive. No one likes to be constantly criticised. We ensure we try to include a positive comment before giving pointers for improvement.
- Is related to needs, attainment and ability.
- Is related to specific targets and learning intentions and success criteria, which are shared and made clear to the pupils in advance.
- Sets targets for children to ensure pupil motivation and involvement in progress.
- Follows consistent practice throughout the school.
- Ensures that pupils know how well they are doing and what they need to improve to make further progress.
- Provides pupils with opportunities to self-assess their own work and that of others (peer assessment).
- Encourages a dialogue between teacher and child.

## **Broad Guidelines for marking**

- Work will not always be marked in detail, but it will be checked. This simply indicates that work has been seen and can be done as the teacher moves around the room.
- There may be times when it is appropriate for a Teaching Assistant to annotate work.
- Work is marked as quickly as possible, i.e. same day or next day.
- Homework is marked as rigorously as class work.
- Where pen of an alternate colour is used, care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback. Verbal feedback is indicated on work as VF and recorded at the point of intervention with a short note to reference what the feedback was.
- Marking can sometimes be done in the classroom with the child or a group. If work is teacher guided or supported, indicate with letter S and initials of adult.
- Comments are written wherever possible, giving targets for future work.
- Children are encouraged to evaluate their own and other's achievements against the learning objective, in verbal or written form. Children should be encouraged to write very neatly if they comment in another child's book, and add their own initials.
- Teachers should indicate they have checked peer or self-marking –with a tick and a short comment if necessary.
- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them as appropriate. Time should be planned in lessons to give children time to respond to teachers' marking comments
- Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. Teachers use their professional judgment when deciding how many corrections to mark.

## **EXPECTATIONS FOR PUPIL BOOKS, MARKING AND FEEDBACK**

- All books need to be clearly labelled with the pupil's full name, subject, year group and teacher/s name.
- All core subject and topic books should be A4 in size.
- Books are to be neat, demonstrating clear presentation. Children are encouraged to take pride in their work and to take care of their books.
- All children will begin writing in pencil at the beginning of each academic year until they have earned their pen license. The presentation checklist for this will be in the front of all books and checked by staff on a weekly basis. Pen licenses can be revoked if presentation does not meet school expectations.
- The pupil book is a record/evidence base of all the learning within the week.
- Activity sheets are to be avoided. The majority of work should be recorded in books as a general expectation.
- Photographic evidence of drama, trips, group work, etc. copied small and in black and white in books
- Whole class smart notebook flip chart pages photocopied for books if and when appropriate.
- As a general rule there should be a record somewhere of a daily piece of work for numeracy and literacy. If there is no evidence then it will call practice into question especially gaps of more than one day's work. If necessary a comment in books with

- dates indicating where evidence may be found of work.
- Before a new piece of work the previous work should be ruled off with a ruler – leave a line. New work to begin underneath.
  - Pupils are to write the short date for numeracy, science and foundation subjects- 24.06.16 at the left of the margin underlined with a ruler. The long date Friday 24<sup>th</sup> June 2016 for English (ability dependent, i.e. pupils should not waste time writing the date).
  - Pupils are to write the learning intention of the lesson as the title, underlined with a ruler. This is vitally important as it allows the pupils to focus on what they are learning/practising in the session. This will be used in book scrutiny to focus attention on the quality of pupil work and teacher marking. The title should be in child friendly language but not be over long or complicated.
  - Cold and hot written tasks in writing are to be marked in depth- this is linked to the Primary Writing Project. However quality marking can and should be used at any other time and across the curriculum when it is necessary to move a pupil on in their learning or to pick up on errors that may impede their future learning.
  - Highlight LI in green if met in all subjects. If the LI has not been met, a pink dot beside it should indicate this. A positive comment should be written followed by appropriate pink targets- all linked to the Learning Intention. Peer and self-marking should be shown through the use of the green polishing pens in Maths, English, Science and Topic.
  - It is vital that adequate time is set aside for pupils to read and respond to all quality marking. Remember marking is for the pupils. Using a green polishing pen, pupils should evidence that they have corrected and/or responded to teacher comments on the feedback page by completing your directions, adding words, redrafting and correcting spellings, responding to your comment – as you direct. You should end the feedback ‘conversation’ by initialling.

## **Codes for marking**

S-Support

VF- Verbal Feedback

II-Immediate Intervention

E- Equipment

## **Maths marking**

- Highlight Learning Intention in green.
- Use specific codes for showing scaffolding, etc. (see above)
- Maths marking can be marking at the point of contact but does need to show that the class teacher has evidenced this through a pink comment or through scaffolding.
- Presentation checklists to be completed on a weekly basis and checked by teacher.
- Use F, R, PS to show the stage in Maths books.
- Children to write in pencil in Maths books.
- Rulers to be used for all straight lines.

Teachers need to explain the learning intentions clearly and share the success criteria with them. They need to support pupils to understand what they have done well and what they need to develop.

There is a range of different ways in which we respond to pupil's work and give feedback. Giving feedback has to be a manageable process and teachers need to use a range of strategies which supports this.

## **DIFFERENTIATION**

Teachers will plan for differentiation to ensure the needs of all of the children in their class are met. This will be evident in long and medium term plans, as well as their daily lesson plans. Differentiation can occur in a number of ways.

- Learning intentions aimed at where the children are in their learning
- Success criteria
- Concrete resources used in lessons to support children in achieving
- Teacher's marking in books and scaffolds used
- Working with peers
- Setting in Maths for Y6 children, mixed ability for Y3, Y4 and Y5 children.
- Use of Support Plans where appropriate
- Interventions for identified children
- Support staff deployed effectively to support/challenge children.
- Setting appropriate targets
- Regularly assessing progress within a lesson and across a unit of work to narrow gaps.

## **FEEDBACK AND FEEDFORWARD**

- Use one of the four types of prompts as a pink to think:
  - A closing the gap prompt
  - A reminder prompt
  - A scaffold prompt
  - An example prompt.
- Choose the most appropriate prompt for the lesson, the desired learning intention and the progress of the pupil.
- It is essential that you give all pupils time at the beginning of each lesson to look back at their marked work, read the comments and respond to them using a polishing pen.
- The teacher must look back at the answered target to ensure that it has been read and completed by the child. Teacher to mark it and sign initials. (This shows a clear and on-going communication between teacher and pupil).
- Setting short-term targets is part of the feedback process and it informs the pupil about the 'next steps'.
- Discussions or reviews with individual pupils can give staff the opportunity to identify and discuss strengths and weaknesses.

## **BUILDING TIME INTO LESSONS FOR PUPILS TO REFLECT ON MARKING**

- When marking without a pupil present, it is important to take time to talk to the pupil about the comments written.
- Always allow time for pupils to read, reflect and act upon their marked work.

- There are times when staff will have to discuss comments individually with a pupil.
- Once routines are established, pupils may be able to act independently to review and improve their work.
- With younger pupils or older EAL pupils, it is vital to discuss comments as they may not have the reading or comprehension skills to fully understand what has been written.
- Staff should consider when it is the best time to build this review session into their planning.

### **SHARING PUPIL WORK WITH PARENTS/CARERS**

- Parental consultations
- Informal meetings
- Verbal feedback
- Written feedback
- Feedback/evaluation sheets
- Parents welcomed into school on curriculum days
- Home/School reading record
- Homework sheets
- Celebration assemblies
- Class/year group assemblies
- Parents see displays etc.
- SEN reviews
- Behaviour reviews
- Newsletters
- Parent classes

### **SELF ASSESSMENT AND PEER ASSESSMENT**

This is very effective practice when used appropriately. It allows pupils to act as the teacher, using guidance linked to the learning intention and models the process to which they judge their own work.

#### *Self-assessment:*

- Supports pupils in understanding how well they are doing, where there are gaps in their knowledge, what they need to learn and why.
- Self-assessment enables pupils to become reflective learners.
- Self-assessment should be linked to the success criteria for a task and pupils should always refer to this when reviewing their own work.
- Self-assessment supports pupils and teachers in the target setting process.
- It allows pupils to be supported to admit problems without risk to self-esteem and gives them time to work out problems
- Pupils should indicate 1 comment relating to an area where they can improve.
- Self-marking is to be done with a different coloured pencil and signed by the pupil.

- The teacher should read and check the marking, signing their initials alongside the pupils’.

*Peer assessment:*

- Peer assessment needs to be carefully managed and pupils need guidance in how to do this.
- Work should be assessed against the success criteria for the task.
- Pupils should indicate 1 comment relating to an area where they can improve.
- Self-marking is to be done with a different coloured and signed by the pupil.
- The teacher should read and check the marking, signing their initials alongside the pupils’.

**Guidance for writing partners- to be shared with children and displayed in classrooms**

<b>Steps to assessing work</b>	<b>For the writer: Assessing my own work</b>	<b>For the partner: Reviewing another person's work</b>
Step 1	When you have finished drafting your writing, read it aloud to yourself	Read your partner's work carefully
Step 2	<b>ASK</b> - Does it meet the learning object/success criteria	Tell your partner what you liked about the writing (1 good comment)
Step 3	<b>THINK</b> - Is there anything I want to add or change?	<b>THINK</b> How may he/she improve the writing? Is anything missing? <ul style="list-style-type: none"> <li>• Is anything unclear?</li> <li>• Is anything missing?</li> <li>• Is there a beginning, middle and end?</li> <li>• Could anything be missed out?</li> </ul> Can you make any suggestions for change?
Step 6	Make any changes you think will improve your work Now indicate: 1 way in which you have achieved 1 comment to improve the work	Talk to your partner about the suggested improvements. On the work indicate: 1 way in which he/she has achieved 1 comment to improve.

**Review**

This policy will be reviewed annually by the Assessment Lead. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body sub-committee.

Presented to governors on...11.12.17.....

Chair of Governors ...P Forster.....

Presented to staff on ...14.12.17.....