



Eastlands Primary School

Marking and Feedback

Date	Review Date	Coordinator	Nominated Governor
November 2016	November 2018	Tania Goff	C&S Chair
	(annual/biannual/triennial)	Website publication <u>Yes /No</u>	Committee <u>FGB/FPP/C&S</u>

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)

We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.

We believe marking and feedback is an essential part of the assessment process. We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

We feel it is essential to have in place a marking code that is relevant to the phase, is consistently used throughout the school and is clearly understood by the children.

We have a duty to reduce unproductive or unnecessary teacher workload associated with marking progress that does not contribute to the raising of pupil standards. But we must ensure that we do not cut or reduce some tasks associated with marking that by so doing it has a negative impact on the quality of teaching and learning and pupil outcomes.



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We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To develop children's self-esteem and motivation by showing them that we value their effort and achievement.
- To identify areas for improvement in order for children to achieve their set targets.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.
- To reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

Monitoring the Effectiveness of the Policy

This impact, effectiveness and review of this policy will be monitored by the Governing Body.

Role of the Headteacher and the Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that marking and feedback is purposeful and manageable for teachers;
- reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards by reviewing current practice to see whether all marking is:
 - meaningful;



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- manageable and
- motivating.

- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure consistency in marking throughout the school;
- provide supportive guidance for parents;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors

- annually report to the Governing Body on the success and development of this policy.

Role of Coordinators and Team Leaders

Coordinators and team leaders will:

- review and monitor by regularly scrutinizing pupil's work and undertake moderation exercises;
- provide guidance and support to all staff;
- annually report to the Governing Body on the success and development of sustainability.

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase;
- that their marking has a purpose and is consistent;
- children receive clear feedback about their strengths and areas for development in their work;
- children are encouraged and rewarded for their efforts and progress;
- marking and feedback informs weekly planning;
- children know their targets for improvement;
- children celebrate their achievements;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;



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Feedback and marking will;

1. Be sensitive and constructive,
2. Be accessible to the learner,
3. Foster the motivation of learners,
4. Be central to classroom practice,
5. Support learners to improve,
6. Focus on how pupils learn,
7. Be part of effective planning,
8. Develop learners capacity for self-assessment,
9. Promote understanding of learning goals and criteria,
10. Be a key professional skill for staff,

Aspects of Feedback

Light Marking

- All work will receive at minimum a tick, pink or green highlight indicating whether the learning objective has been achieved and spelling corrections.
- Marking will be completed before the next lesson
- This marking will be part of Assessment for Learning and will inform future planning,
- It is recommended that staff make notes either on planning or in a suitable notebook linked to Light Marking. This may indicate areas to revisit, for intervention or when to move pupils onto next learning, including informing future grouping of pupils.

In-depth Marking or Deep Marking

- This will be developmental,
- Minimum of twice per week for every child, in Mathematics and in English.
- This feedback will require reflection and response from pupils

Feedback should;

1. Indicate how well children are attaining,
2. Show clear indications of next steps and provide information to pupils about how to improve their work,
3. Lead to reflection and response by all pupils,
4. Be linked to Verbal Feedback



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5. Inform future planning and intervention,

‘Celebrating Success’ Feedback - Comments showing child’s attainment;

- Green 3 green highlights to show success criteria have been used
- Must be honest and clear, inappropriate positive comments can lead to low expectations or coasting,
- Could be related to success criteria or targets,
- Should be informed by assessment

Developmental Feedback

- Causes pupils to reflect on their learning,
- Can be as Verbal Feedback
- Clearly indicates manageable, achievable and challenging steps to improve pupils’ work,
- Carefully crafted instructions on how to improve,
- Developmental Feedback provides differentiation, giving individual task and target setting,
- Where appropriate modelling of corrections or next steps should be used,
- High frequency words spelt incorrectly as appropriate to the child, should be underlined, written in margin and copied 3 times by child. A maximum of 3 per piece of work,
- Good words, punctuation or phrases will be marked with using the one, two or three tick system,
- Where possible, comments will be linked to targets or success criteria,
- Marking should be related to previous work, and refer where appropriate, to previous feedback and marking, Developmental or Attainment,

Reflection and Response -

- Allocated planned time for feedback to be read by pupils and acted upon,
- Pupils will annotate read comment and complete task set in book or on accompanying sheet,
- Staff will monitor that children have responded to written comments in books and mark the response.
- Staff should monitor that improvement has taken place linked to marking and



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feedback,

Verbal Feedback

- This will be developmental,
- It should be used for children with low reading ability,
- Is used for more complicated explanations of next steps,
- This is very powerful when linked with intervention from staff such as PPI (Pupil Premium Intervention) or boosters.

Informing Planning and Actions

- Staff should use marking to inform planning and interventions for the whole class or for groups.
 - Developmental feedback will plan activities,
 - Marking will be used to understand aspects in which pupils are falling behind,
 - Mark with planning or a notebook next to you to mark down areas for focused teaching for whole class or for groups. These notes will the inform future planning and actions, provide ideas,

General Guidelines

- All work must be marked. Red pen should be used.
- Written marking must convey that the pupil's work is valued, and should not deface or become intrusive. The work should stand as the child's own.
- Children will be encouraged to feel proud of good presentation and independent work.
- Children will be encouraged to attempt unknown spellings and focus for spelling corrections will only be on high frequency words – maximum 3 per piece of work.
- It is the class teacher's responsibility to ensure all staff who mark work, including teaching assistants and supply staff, do so to the policy.
- Expectations and policy should be shared with all pupils, so they understand the comments and their expected response,
- Written feedback by the teacher should be clear and well presented, with correct use of spelling, punctuation and grammar.
- Children who are unable to read joined writing will need a printed written response or in some cases, verbal feedback.
- Language needs to be accessible to the child concerned and phrased positively.
- Positive comments will be brief and to the point, such as 'Good paragraphs!' or 'Super



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adjectives!' Long sentences will be avoided.

- For children with statements of SEN or EHC plans, feedback should be related to children's individual targets and progress.
- When appropriate, staff can mark while circulating during the lesson,
- For Mathematics, incorrect work will be marked with a dot (a maximum of 3 per piece of work), following lesson steps, or I for intervention..

Peer/Self Assessment

- Children should be trained in the process of peer/self assessment — looking for success measured against agreed criteria and suggesting improvements,
- Peer assessment can be oral or written according to the ability of the child,
- When children are involved in assessment or marking they should use a green pen
- The quality of the improvement suggestions and of the peer assessment should be monitored by the class teacher.

Role of Pupils

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development;
- understand the marking code which should be displayed in the classroom;
- be aware of the next steps for improvement;
- be encouraged to respond during feedback;
- celebrate their achievements and share their work with others.

Role of Parents

Parents must:

- must be aware of the school's marking and feedback policy;
- realise that marking and feedback highlights a child's strengths and areas for development;
- use the marking as seen in their child's books as basis for discussion on their child's progress.

Marking Code

The marking code must be:



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- agreed by all staff;
- on display in the classroom;
- understood by all pupils;
- consistently used by all staff;
- manageable

See appendix for details of agreed marking code

Marking and Feedback

Marking must:

- be a manageable form of record keeping that feeds into children's assessment records;
- be undertaken with the child if possible;
- focus on whether the child has achieved the learning outcome for a particular curriculum subject

Feedback must:

- relate to the success criteria of the task;
- lead to an improvement in attainment by highlighting achievement;
- be positive and constructive;
- when written be presented neatly and clearly

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance.

Training



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All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Curriculum
 - Teaching and Learning
 - Differentiation
 - Assessment
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Assessment	



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Appendix

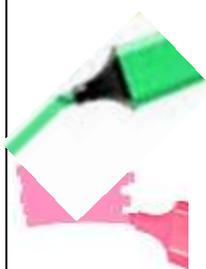
Marking Symbols ✓

Quick Mark

TF	Teacher Focus Group		Outstanding presentation
TAS	TA Support		Good presentation
S	Had support.		Warning of poor presentation
I	Intervention		Unacceptable - copy out neater

All work should be quick marked with expectation of good basic punctuation and spelling

Deep mark



Three positives

One developmental point

Green for 'Good' ✓ or ✓✓ also
Use VCOP to give detail

Pink for 'Think' - two pieces of work weekly
Highlight correction or development linked to LO
Children respond in **green pen**

Editing and Revising Symbols English and General

Sp	Spelling
//	New paragraph
/	Space
	Check
+	Add detail
	Use to highlight error
^	Missing word or phrase
?	Cannot understand
	To follow up misunderstanding in next lesson



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	Children use green pen for SA and PA		
V	Vocabulary	PA	Peer Assessed
C	Connective	SA	Self-Assessed
O	Opener		
P	Punctuation	OF	Oral Feedback

Editing and Revising Symbols Maths

PS	Problem solving questions
Sp	Spelling
□	One number in a box
	Check
✓	Correct
●	Incorrect or a slip
→	More working out needed (show your working out)
○	Use to highlight error
?	Cannot understand
	To follow up misunderstanding in next lesson
	Children use green pen for SA and PA
PA	Peer Assessed
SA	Self-Assessed



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Appendix 2 Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add... (your method, a number line)
Try to find the sentence which needs to be changed / doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
Is there another way you could write this information (highlight sentences)?	If the answer was ... What could the question be?
Can you find a way you could write this in a shorter sentence?	Is there another way you could do this?
Can you find a quicker way of doing this?	Can you find a quicker way of doing this?
Finish this sentence: ...	Finish this sentence! ... (Explaining work)
Fill in the blanks: ...	Fill in the blanks: ... e.g. $12 + 16 = 28$
Highlight the sentences where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column, method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ...	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work	Tell me 1/2/3 reasons why I should give you a wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbial.	Tell me two numbers that have a difference of 22.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ...? What are the factors of 42?

Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbial/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean...?
	Would it work with different numbers?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

(John David Hibbert 2011)

References:

The Power of Feedback John Hattie and Helen Timperley
REVIEW OF EDUCATIONAL RESEARCH 2007 77: 81

<mailto:http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf>