



Clayton Village Primary School

Feedback Policy

January 2018

Marking Principles

Effective marking is an essential part of the educational process. Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

Marking Guidelines

- The focus on marking should be the **quality** and not the **quantity** – less frequent but more meaningful
- Every lesson should have a clearly identified learning challenge and success criteria which are shared with the children
- Feedback can take the form of spoken or written marking, peer and self-assessment
- Feedback can be given in different ways: live marking, end of lesson challenge, NS marking, stampers, examples, reminders, steps to improve
- NS and end of lesson challenges are used to move children on to the next stage of their learning
- Next step marking with codes. Teachers use NS marking where it is appropriate. Children need to respond to NS marking in purple pen.
- Comments, if needed should be used in order to move children on in their learning
- Stampers link to Learning Challenge – LC achieved, getting there with practise, not there yet, getting there - work with teacher/TA.
- Marking must be sensitive to pupil needs and must not "obliterate" pupil's work.

- Marking must be consistent within all books and throughout school.
- All marking should be done in green/pink pen
- Where appropriate, marking should be completed before the next task is set and in time to effectively inform future planning.
- Adult assisted work should be marked with stamp or symbol
- Presentation of work is commented on as appropriate – ensure high standards & picking up of basic spelling and punctuation
- School marking code (Appendix 1) is used consistently by adults & children
- Marking is well presented, grammatically correct, appropriate to age of the child
- Misconceptions are addressed immediately
- Every week **each piece of extended writing** needs to be focused marked with writing checklist stickers, green & pink pen and NS marking. The teacher needs to provide focused and detailed feedback linked to specific criteria. **Time needs to be given for children to respond to NS marking in extended writing books.** A lesson may be given for redrafting or this may be built into an afternoon session.
- Other work in books can be peer marked, self-marked or acknowledged by an adult using ticks/stamps/stickers etc. Peer and self-marking needs to be annotated and where teacher feeds back on this VF can be annotated. Children may comment on what the VF was. In KS1 may bullet point what the VF was.
- Mid-lesson stops can be used for children to peer and self-mark throughout the lesson. Plenaries can be used for the teacher to check self/peer marking or children.
- Ensure that adults working with a group mark the work.
- All adults should have a green/pink pen during the lesson so they can take part in on the spot marking
- **Teachers should use their professional judgement as to whether a written comment is needed or if verbal feedback or a stamp would be more effective.**
- If we spot a misconception in a pupil's work we act straight away but each teacher will decide the best way to give feedback
- Teachers are responsible for ensuring that marking is appropriate and proportionate
- Children can answer these 2 questions for maths & English:
 - * What am I doing well in this subject?
 - * What do I need to do to improve my work in this subject?

Next Step Marking

- NS marking needs to be an **action, question or challenge**. It should help deepen the children's understanding and give them something to respond to.
- NS marking is not a comment about what the child will be moving onto next.
- NS marking is not for the teacher; it is for the children to know how they can progress, consolidate further with their work.
- Not all NS marking needs to be written in the books, symbols can be used which the children know they have to respond to. These can be on the board.
- It may be appropriate to personalise NS marking where needed such as please rewrite paragraph 2 as this does not make sense.
- Reminders can be given as mini targets such as: remember to include a fronted adverbial; remember your FS and CL; paragraphs! These can be annotated in pink as a R

Live Marking

- Corrections - avoid correcting every error in piece of work. Use the yellow box methodology
- Yellow box – choose 1 area of a student’s work to mark and draw a box around it. Mark it well and in detail, offering feedback (verbal or in writing) that is specific and diagnostic. Allow the student time to act on the feedback and check they have completed the yellow box.
- Using live marking to create a verbal dialogue that is scripted and targeted to improve children’s work. Students can instantly act upon feedback. The student may respond to a teacher question or suggested action in their book.

Find and Fix

A good strategy is to give children time to ‘find and fix’ their own mistakes.

- Give them time to correct and redo their work during lessons – quick fixes or a deeper redraft.
- Self and peer marking using student-friendly marking scheme
- Give students different coloured pens to highlight on their work where they have shown evidence of different skills
- Traffic lights – leave red, amber and green dots on their work to indicate areas where they have struggled and done well
- Students compare their work to exemplars that are the next level of achievement – set higher standards and know how to improve

Self-assessment and Peer-assessment

- Student friendly mark scheme – share with pupils at the beginning of the term and ask them to mark their own work and that of their peers against it each time you want them to peer or self-assess.
- Highlighting – highlight their work where shown evidence of different skills.
- Margin Marking – put a mark in the margin with how many mistakes in a section and ask them to correct them.
- Mastery Marking – ask children to give verbal feedback until they agree the piece of work is of the required standard

Ofsted has stated the following:

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Policy approved by Head Teacher: Date:

Policy approved by Governing Body: (Chair of Governors) Date:

The date for the next policy review is.....

Reception and Year 1 Marking and Feedback

When marking children's work, instant verbal feedback is given. Sometimes, positive comments will be written in green and a comment you would like the child to immediately respond to should be written in pink.

	sound it out
h	letter formation (write the specific letter(s) – not a h)
CL	Capital letter
.	Full stop
	Finger spaces
	Write from left to right
<u>a b c</u>	Write letters sitting on the line (write the specific letter(s) – not abc)
	Draw attention to a mistake in their work to be corrected, e.g. letter formation

Year 2 Marking and Feedback

When marking children's work the following key should be used to help children know what they have done well and what they need to do next to improve their work.

On each piece of work **green pen** will be used to show what the children have done well and **pink pen** will be used to show them what they need to work on, either immediately, during polishing time or in future lessons. An individual symbol **may** be placed on the child's book at the start of a piece of work to remind them of the specific thing they are working on.

As the children build up independence, sometimes specific codes are not given and instead the children are asked to 'check' for a specific feature, e.g. 'check your punctuation'.

	Sound it out
h h h	Letter formation (write the specific letter(s) – not a h)
CL	Capital letter
.	Full stop
	Finger spaces
	Write from left to right
<u>abc</u>	Write letters sitting on the line (write the specific letter(s) – not abc)
!	Exclamation mark
?	Question mark
,	Commas in a list
	Common exception words or spelling rules.
and, but, or, because, if, when, that	Conjunction
ENP	Expanded noun phrase
C	Command sentence
E	Exclamation sentence
Q	Question
'C	Apostrophe for contraction
'P	Apostrophe for contraction
<hr style="width: 100px; margin: 0 auto;"/>	Check grammar or sense
	Draw attention to a mistake in their work to be corrected

Key Stage 2 Marking and Feedback

KS2 Marking Code	
	Correct
	Incorrect
	Incorrect/ missing basic skill
NS	Next steps
	Word missing
	Spelling mistake
VF	Verbal feedback
SC	Self-checked
PC	Peer checked
//	New paragraph