



Marsden Community Primary School

Feedback and Marking Policy

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Feedback and Marking Policy 2017-18

Non-Negotiables

- LO recorded for each lesson and differentiated, when appropriate, according to learner's next step needs
- Black pen and cursive style to be used
- Marking code to be used consistently in all books
- Pink highlighting used to identify success / Green highlighting used to identify improvements
- Comments to focus on success, improvement and next steps (what & how)
- Children to have time to respond to next steps and this to be acknowledged using pink tick and / or comment by teacher
- All books to be marked to the same standard

Overview

At Marsden, we believe that our children get maximum benefit from their education through an entitlement to regular, quality constructive feedback and marking from all staff in all areas of the curriculum. Feedback and marking is a vital component in 'closing the gap' maximising the full learning potential of all our children. This links closely with our mission statement:

Together we can discover, create and succeed.

It is the responsibility of the class teacher to ensure that they have an overview of all children's learning and progress during lessons and feedback is given promptly, and when possible at the point of learning, to ensure any errors and misconceptions are dealt with quickly.

After lessons, the class teacher needs to have an overview of the learning and progress that has taken place and again deal promptly with any errors or misconceptions that have occurred. If a number of children have struggled with the same issue, then plans need to be adapted to address the errors/misconceptions as a whole class. If a small number of children have made mistakes, then they will be gathered together to work as a guided group. Guided groups can be fluid and flexible in response to the needs of the children. Individual children may need more personal attention and this also needs to be planned for.

Principles

1. Feedback and marking needs to be managed well by the class teacher.
2. Where possible, it should include and involve all adults working with children in the classroom (both orally and in written form).
3. It should relate to the Learning Objective and Success Criteria which needs to be shared and generated with the children. The manner in which feedback is given should reflect the positive and rigorous learning culture at Marsden.
4. Feedback identifies clearly and specifically what children have done well, comments on what they are doing better now in comparison with earlier learning and highlights next steps in learning or extra challenge.
5. It should, when appropriate, take into account children's personal targets and comment on their progress towards these.
6. Time **must be given** for children to read, reflect and respond to the comments appropriately. This could be during registration time, the next lesson or in specially allocated 'fix it' time. **In KS2 children will use purple 'polishing pens' to respond to next steps in English but not in Maths.**
7. It needs to be clear how the comments are impacting on children's learning and progress and how the children have responded to the feedback i.e a pink tick across the next step comment or question once the child has answered. Teachers, when appropriate, need to then respond to the children's improvements to develop a learning dialogue.
8. Teachers need to check that children are continuing to take on-board previous feedback/next steps in learning suggestions in subsequent pieces of work throughout the curriculum.
9. Feedback may be oral or written. Feedback and marking will be consistent throughout school with set symbols and strategies in place.
10. Feedback and marking should inform future planning and individual target setting.

Who is Involved

- Strategic Leadership Team & Core Leadership Team: monitoring, evaluation, modelling good practise and training.
- Class Teachers: giving a range of Feedback in various forms.
- Pupils: self -assessment and peer assessment to improve their own and other's work.
- Learning Support Assistants: marking in line with the LO and SC, commenting on assistance given.
- Supply Teachers and Trainee Teachers are required to follow the policy.

Feedback and Marking in the Assessment for Learning Cycle

To maximise the impact of feedback and marking, it must be embedded in effective assessment for learning:

Children, and all adults in the classroom, must be clear about the differentiated learning taking place. Learning Objectives should be **skill** or knowledge based, child friendly and context free. (They need to start with To Not I am learning to . . .) Success Criteria needs to break down the LO into the steps, ingredients or possible features.

Skilful questioning is used to explore children's understanding of the learning taking place, identify misconceptions, challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.

Where appropriate, mid learning reviews are used to give feedback to individuals/groups/whole class and address misconceptions, provide opportunities for extra challenge and allow children to reflect on their learning and make improvements during the lesson.

Effective self and peer assessment allows children to reflect on progress in their learning and identify areas of success and opportunities for improvement.

Feedback and marking will inform planning for learning.

Remember that:

- Marking is most effective at the point of learning and in the presence of the child.
- Children must have time to read, reflect on and respond to marking.
- Effort should be acknowledged alongside achievement.
- Teacher's handwriting needs to be legible, as a model for the child, and in BLACK pen to contrast with the child's work.
- Not every incorrect spelling needs to be corrected by the teacher but persistent errors should be commented on and addressed, especially if it fits current learning and previous input. A squiggle under a word will denote an unsure spelling attempt.
- LOs should be typed using a uniform size and font (Comic Sans MS) and these should be stuck in by the children from Year 1 to Year 4. In Year 1 and Year 2 the date can also be typed above the LO. In Year 5 and Year 6 LOs are to be written out but where this impedes the learning or affects the pace of the lesson eg for SEND they can be stuck in.
- LOs must be child friendly, context free and differentiated, when appropriate, to reflect next step learning needs of different groups. In addition, they need to be worded to show progress over time eg Begin to... Develop ... Secure ... LOs must be shared, understood fully by all children and reviewed throughout the lesson.

Marking Strategies

At Marsden, we recognise that many strategies need to be used on a daily basis to enable teachers to move children forward in their learning. We have decided to use a combination of the following strategies as we know this ensures effective feedback is given to the children.

Our Teaching and Learning policy reflects the need to be explicit about Success Criteria so that feedback by all can be explicit and meaningful.

Oral / Verbal Feedback (VF)

This is given by the adult in the presence of the child or a group of children. This may happen whilst the children are working or after the learning has taken place. If verbal feedback (VF) is given, then a word or phrase to sum up the feedback needs to be recorded.

Self and Peer Assessment

It is important to train the children to self and peer-assess meaningfully, in order that time spent on this in lessons, is beneficial to the learning. Teachers need to be conscious of checking the quality of peer and self-assessments made by children. There should be a fair balance of teacher and child marking.

This fits into Marsden's Active Learning strategies. The teacher needs to ensure that the ethos is right in the classroom where everyone's learning is valued and the children feel confident to 'have-a-go'.

When starting to train the children to self and peer assess, it is a good idea to begin with mid learning reviews so children get used to reviewing the learning against the Learning Objective and Success Criteria.

After that, begin with **self-assessment** before moving onto peer assessment.

For example in English, 'pink pencil marking', involves asking the children to find three good examples of adjectives in their own work and tell their partner. In Maths, ask children to circle something they found easy to work out and star something they found difficult and tell their partner.

For **peer assessment** to be successful, an agreement needs to be established first with the children.

For an example refer to Appendix I

Some Successful Self and Peer-Assessment Strategies Include:

- Star and smiley face
- Use of 'pink pencil marking' (positives) and 'green pencil marking' (developments)
- Colour coding and use of Learning Ladders
- Dot Voting sheets
- Reflective pyramids
- Question card reviews

Written Feedback and Next Steps in Learning

Quality marking can focus on one or more of the following:

- what the children have done well relating to the Learning Objective
- improvements since last time
- next steps
- the **what** and **how** to improve

For marking to be successful, children need to understand both the Learning Objective and the Success Criteria.

Children's books, especially English, Maths and Reading Journals, need to be acknowledged and marked every day. The focus of written feedback is on quality rather than quantity. Its purpose is to close the gap from where the children are to where they need to be.

Quality Marking should take place in all subjects where and when needed to celebrate success, address misconceptions and move learning forward. Teachers need to use their professional judgement to mark effectively and efficiently to ensure timely and constructive feedback is given to all learners whilst balancing this with workload. In English, for example, there needs to be a balance with Quality Marking between the phases. It should take place daily for all children during the writing phase (Phase 3).

Step by Step Strategy:

1. Include at least one comment which celebrates children's achievements and provides an example of what they have done well related to the Success Criteria.
2. Identify an improvement since the last learning opportunity eg You are using because to develop a reason you couldn't do this in your English book this morning.
3. Include at least one comment that provides information on next steps in learning, promotes thinking through a question; gives an instruction or provides an extra challenge.
4. A **solid green line** over the writing means the child needs to provide a response and this will be acknowledged and / or commented upon by the teacher. If it is a reminder or tip the child does not need to make an immediate response and the writing will be underlined in green, improvements will be seen in the next pieces of work.

5. If the LO has been achieved it will be highlighted in pink or underlined in pink if partially achieved. The same will apply to the green highlighting if it is not achieved.
6. Next to the LO comments can be added related to how the LO has been achieved or to what degree it has been achieved e.g beginning to / developing understanding / with support / support needed

Closing the Gap Prompts relating to the Learning Objective can be used for next steps in learning/responses from children.

Reminder prompt – refers back to the Learning Objective/Success Criteria.
Most suitable for higher ability children.

Scaffold prompt – provides further support. This may take the form of a question or a short cloze procedure. *Most suitable for children who need more structure than a simple reminder.*

Example prompt – this gives children examples from which to choose. *This is successful with all children but especially with the middle achievers or lower achievers.*

Closing the Gap Prompts in English - LO: To use adjectives to develop details.

Reminder prompt – Remember adjectives describe the noun and add more details. Can you describe the parts of your monster?

Scaffold prompt – What kind of monster was he? Change 'bad' for an adjective which makes him sound scarier.

Example prompt – Instead of using the adjective 'bad' you could use either terrifying, ferocious or spine-chilling.

Closing the Gap Prompts in Maths – LO: To identify the calculation needed to solve a problem.

Reminder prompt – You have used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt – 3 bags of sweets at 25p each. Instead of $25+25+25= \dots$ You could do $25 \times ? = \dots$

Example prompt – 6 bricks at 10cm high. Instead of the repeated addition, you could try multiplication $6 \times 10 = \dots$ or $10 \times 6 = \dots$

For further suggestions see Appendix 2

DUMTUMS

Children will be given feedback which is related to the Learning Objective and Success Criteria. In order to encourage children's independence and to ensure high standards of presentation DUMTUMS (date, underline, miss a line, title, underline, miss a line, start) will be used. (Please note that when the LO is stuck in the children will still miss a line before starting work).

Alternative ways of sharing / celebrating a child's success

- Openings of lessons
- Mid Learning Reviews eg Why is this good? (refer to SC)
- Final Plenaries and use of visualiser
- Key Stage Assemblies
- Learning Awards
- Displays

Monitoring

Marking and Feedback will be monitored by the Strategic and Core Leadership Team as well as Subject Leaders through taking in samples of books and during lesson observations.

We will know that we have implemented our policy fully when there is evidence of:

- Teachers and children assessing and marking learning against LOs & SC
- Comments focussing on success, improvement and next steps (what & how)
- Next steps in children's books moving learning forward and there is clear evidence of response to this timely and appropriate feedback
- All books in each class being marked to the same standard and the marking code and policy being used consistently across both Key Stages
- Children demonstrating a clear understanding of self and peer-assessment by evaluating their own work and the work of others against the LO & SC
- Regular monitoring ensuring quality of practice being improved, shared, reflected upon and reviewed regularly. The policy will be reviewed and updated as required and practice shared at identified staff meetings

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Reviewed by: J Charlesworth (DHT)

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Shared Staff: 28/09/16 / September 2017

Submitted Governors: October 2016 / 2017

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Marking Symbols



Space between a word

C L

Capital Letters



full stops



sit words on line



spelling needs correcting



words missed out



new paragraph



used the SC



improve this

SA or **PA** self assessed / peer assessed



Responded to Feedback

VF = Verbal feedback given.

Please include a word or phrase to summarise the feedback.

LSA = Worked with teaching assistant (LSA initials added)

Ⓘ = Independent work

Ⓙ = Teacher support

SA = Self assessed

PA = Peer assessed

PT = Personal target

VS = Visualiser Stop

ST = Supply teacher marked books. Please include initials

IPP – Child addressing IPP target

Appendix I: Peer Marking Agreement

Peer Marking Agreement

Respect our partner's work because they have done their best and it needs to be valued.

Focus on how they have tried to achieve the LO using the SC agreed at the start of the lesson.

Tell our partner what is good about their work.
Listen to our partner's advice so we can do better in our work.

Look for how your partner can achieve the LO better by suggesting improvements.

Be positive and as **clear** as possible.

Talk with our partner about what they have tried to achieve in their work.

Be fair out our partner. Do not talk about their work behind their back or use put downs.

Appendix 2: Effective Feedback in Maths

Use of Model/Image

- Model correct calculation
- Use a simple drawing or diagram eg bead string
- Complete and empty number line
- Create a number line
- Complete part of a hundred square

Finish the Sentence

- Two numbers bigger than 13 are ... and ...
- Four 5 pences are the same value as ... and ...
- Half of 16 is the same as ... + ...
- 28 is closer to 20 than 15 because ...
- The shape is called a ... because it has ...
- Can you finish this sentence and give a number sentence as an example? When you divide by 10, the digits ...
- If a whole turn is 360 degrees, then half a turn is ... because ...
- Capacity can be measured in ... , ... , ...

Closed Questions

- If you combine these digit cards, what number will be made?
200 60 5
- What is 10 more than the number you have made?
- What is 100 less than the number you have made?
- Can you round 325 to the nearest ten?
- Can you put these numbers in ascending order?
22 201 102 212 121 211 120 12
- Circle the numbers that round to 50.
44 45 54 59 49 40 55

Open Questions

- How could you arrange 20 cakes into equal rows.
- How many pairs of numbers can you find that have a difference of 5?
- How many shapes can you draw with a perimeter of 12 units?
- The product of a 3 digit number and a 2 digit number is 6370. What could the two numbers be?
- Are these the only ones?

Explanations/Generalisations

If a child has successfully completed work on near doubles to 20, a question to enable the child to reflect on/deepen their understanding could be:

- Why does $30 + 29 + 31$ equal 90?
- Is it true that a multiple of 5 is always half a multiple of 10? Why?
- These three number patterns follow the same rule. What is the rule?
2, 5, 11, 23, ... , ... , ...
3, 7, 15, 32 ... , ... , ...
10, 21, 43, 87 ... , ... , ...
- Can you write the next 3 numbers in each sequence?