

Hutton Cranswick CP School



Together We Achieve

Marking and Feedback Policy

Date Completed: March 2019

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Hutton Cranswick C P School
Marking and Feedback Policy

Rationale

Marking is an essential 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. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Aims:

At Hutton Cranswick Primary School our intentions are:

1. To indicate where children have achieved targets and for the teacher to assess progress against targets/ learning objectives.
2. To provide a dialogue with the child and indicate the next stage in their learning and to indicate where they are in terms of their own learning; setting new targets where appropriate.
3. To involve pupils in their own learning and / or assessment and to promote higher standards.
4. To correct errors and clear up misunderstandings.
5. To recognise achievement, presentation and effort, in order to promote positive attitudes.
6. To provide constructive feedback that has an impact on progress, not for the sake of giving it.
7. To identify pupils who need additional support / more challenging work and the nature of the support / challenge required.
8. To aid curriculum planning.
9. To give pupils the opportunity to improve speaking and listening skills by giving them specific and focussed opportunities for discussion of their own work or the work of other pupils.

Feedback



Figure 1. Examples of different forms of feedback.

Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students’ learning. Feedback redirects or refocuses either the teacher’s or the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student’s management of their learning or self-regulation or about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Feedback should be given in three ways, decreasing in order of importance:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher’s further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils’ future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Objectives of marking:

The key features of marking at Hutton Cranswick Primary School are that:

- 1) Practice is consistent throughout the school
- 2) Marking is positive, constructive with appropriate praise
- 3) Marking is related to needs, attainment and ability
- 4) Marking is related to specific targets, learning objectives and success criteria, which the children are already aware of and ideally have self-assessed

Types of marking (in order of expected frequency):

Live Marking

In lesson the teacher will provide verbal feedback. This may be recorded through use of post-its, purple pen, numbered Success Criteria highlighted or just through verbal communication. Where appropriate, children will be asked to use their purple pens when responding to this feedback

Skim/Whole Class Feedback

This is where the teacher reads through all books and completes the 'Whole Class Feedback' sheet (Appendix 1). This allows the teacher to spend more time planning next steps, response time and interventions and less time on the marking. Teachers still read all of the work, but complete marking on one hand written sheet for all. The WCF sheet will be kept for assessment purposes and to aid leaders in seeing progress over time, differentiation and how tasks have been moulded.

Self-marking/assessment

Pupils should self-evaluate wherever possible. They can follow the same process as staff and underline success criteria examples in an appropriate coloured pencil. This allows them to assess their progress against the learning objective, and to RAG rate their progress accordingly next to the objective.

Peer marking/assessment

This is where pupils mark/evaluate each other's work together, looking first at one piece and then at the other. The pupils look for successes (underlining success criteria colours) and improvements in the piece of work. This would not be expected to be used until pupils reach KS2, but there will almost certainly be some pupils who are ready to do this by the end of KS1. Pupils will be trained to do this through modelling with the whole class, watching paired marking in action. They need to be encouraged to discuss rather than one speak whilst the other listens for long periods of time.

Developmental marking – when required within a unit of work

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning objective and improvement needs.

When Developmental Marking teachers:

1. Read the entire piece of work.
2. Use the success criteria to highlight examples of where the child has met or exceeded the learning objective/s. (Green highlight)
3. Use the success criteria to highlight aspect/s of the work which could be improved. (Pink highlight)
4. Provide a focused comment (based on aspects to improve) which should help the child to 'close the gap' between what they have achieved and what they could have achieved. These comments need to be as concise as possible – a keyword or phrase is sufficient.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been developmentally marked, time is planned in the next lesson for children to read and write a focused improvement based on the teachers marking. This is called Response Time. Ideally response time is between 3 and 10 minutes, and is completed in purple pen.

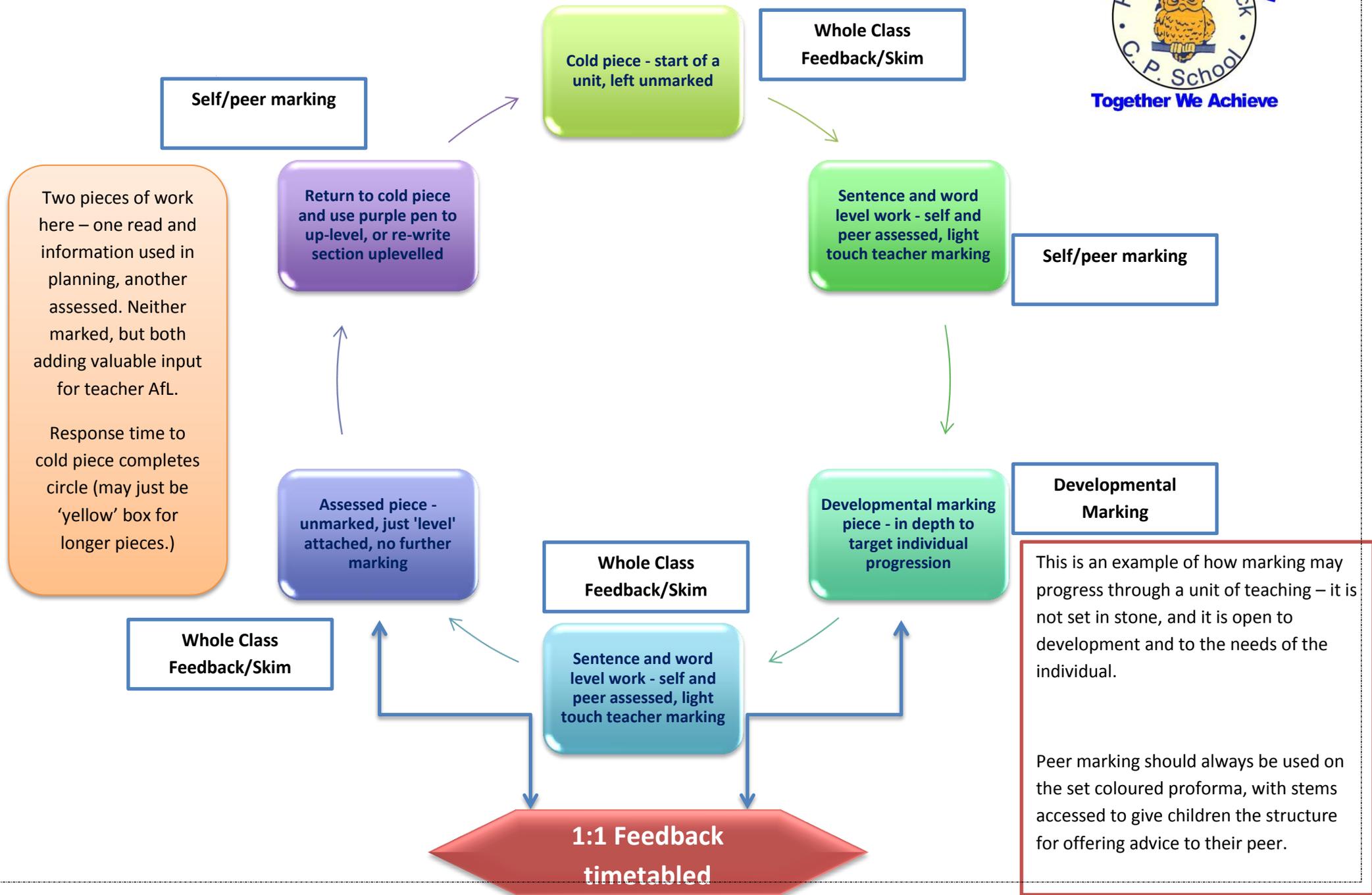
There will be occasions however when response time may need to be longer or issues arising from marking work leads to the need for a whole or part of a lesson to be used. In this case a specific learning objective/s will be used as the focus of the lesson.

Teachers model this process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond.

Marking Codes

	'Green to be seen' – what you did/are doing well
	'Pink to make you think' – something to improve/next steps
TA	TA support
sp	Spelling to correct
P	Punctuation to amend/add/correct
TM	Target met
AFL = G/A/R	Self-assessment – how do you feel your learning is progressing?
I	Independent work *(used in EYFS only)
S	Supported by teacher *(used in EYFS only)

How can we keep marking and feedback manageable but still showing footprint?



Whole Class Feedback



Date: _____

Subject: _____

Work to praise and share	Basic skills errors/problems/ improvements needed (including handwriting and presentation)
Misconceptions and next response time tasks	
Interventions	