Marking and Feedback policy

Ratified by governing body: Spring 18

Date for review: Spring 21

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Chair of Governors

Introduction

Messing Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking and feedback intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking and feedback should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that feedback is an important factor in pupil learning and progress.

Aims

We use our Marking Policy with these aims in mind:
- To provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- To encourage active pupil involvement in the learning process and create a dialogue which will aid progression.
- To support pupils' learning and self-esteem by commenting constructively
- To clarify what is expected and what pupils have achieved
- To identify strengths and highlight areas for improvement
- To inform pupils about the next steps in their learning
- To support ongoing records of progress
- To extend individual progress and challenge
- To model for all pupils our expectations

What are children learning?

For marking to be purposeful it is important that the child understands what it is for. Pupils are made aware that marking is a way of helping them to learn and understand. Through discussion and understanding of the learning objective and success criteria, pupils are made aware of the key focus for the lesson which will then also be used as the key focus for marking. To support this, any symbols that are used within the marking process will be agreed, and a glossary will be displayed in each classroom. Marking is therefore a positive process.

Our objective is that children should:

- Be able to explain what the marking means and act upon it – where age and level appropriate.(LSAs can be used to read comments to the children)
- Be able to comment confidently on their own work (where age and level appropriate)
- Use purple pen to edit their own work (where age and level appropriate)
- Be able to recognise strengths and areas for development in others work and respond appropriately.

How do we support their learning?

Strategies:

Pupils will have the opportunity to:
- Use Success Criteria to evaluate their own work or that of their peers (with support if appropriate)
- Mark their own work with teacher support as appropriate
- Mark in pairs or a small group with support
- Ask each other questions to assess understanding
- Make positive suggestions to each other for areas of improvement
- Evaluate their own learning through the use of self-assessment tools
- Make improvements following verbal and written feedback.

Teachers will:
- Make sure pupils understand the marking focus for each lesson. Marking will normally be assessed against the lesson objective (Can I statement) or 'success criteria'.
- Make marking a positive experience for pupils.
- Focus on giving clear advice on how to improve **as the lesson unfolds as verbal feedback** and as written feedback.
- Use marking to inform planning and adapt planning as needed.
- Mark with a green pen
- Use stickers, stamps, certificates as positive reinforcement of achievement
- Correct up to 3 spellings. Children to use cover write check.
- Allow specific time for the children to read, reflect and respond to marking (when appropriate).
- Involve all adults working with children in the classroom.
- Give recognition and appropriate praise for progress and effort. Key school drivers including resilience, risk taking and collaborative skills will also be a focus when marking and giving oral feedback.
- Involve all children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Use the agreed Marking Code (See Appendix 1)
- Follow the agreed strategies for effective marking.(See Appendix 2)

How do we monitor progress and achievement and report findings?

Opportunities will arise for the Headteacher, Subject leaders and Governors to monitor the success of marking through observations and work sampling. Good practise will be celebrated and opportunities for staff marking moderation found. We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice.

When do we review?

We will therefore review this policy in three years, or earlier if necessary.

Messing Primary

Marking Codes

Green	To highlight where the L.O or S.C is achieved.
Yellow	Identifies improvements/ next steps needed
VF	Verbal feedback given
SP In the margin	Spelling error identified. May be highlighted.
*	Add or change something. (A word, phrase clause or sentence)
//	Start a new paragraph.
In the text	Check punctuation
P In the margin	Check punctuation
	Incorrect answer in Maths
C	Correction needed in maths
1 hp	1 house point awarded
PA	Peer assessment
S	Adult support given
HLTA	HLTA taught

Pupils will assess their work using a range of AFL strategies including effort and confidence ratings, marking ladders traffic light boxes.

Appendix 2

Strategies for effective marking.

1. Verbal Feedback

VF with an annotation in the margin by the child or adult as appropriate.

Verbal feedback and discussion between adult and child can take place before, during or after a learning session and in any subject area. It is important that during discussions successes are celebrated prior to development areas. The feedback should enable the child to 'think' and then 'do' and may vary between advice, reminders and challenges.

2. Self-Assessment

The children will be encouraged to self-assess their own work in order to identify successes and areas for improvement. Self-assessment success criteria may be used in any subject and should be differentiated, where appropriate, to meet the individual needs of a child. The following format may be used:

- Examples from the L.O/ success criteria underlined/colour coded in their work. Children will use any colour not green or yellow for highlighting features.
- Comments highlighting success and areas for improvement
- Purple pen editing to improve work.

3. Peer Assessment

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'.
Children should first point out things they like then suggest ways to improve the piece against the learning objective or success criteria.
Children could highlight evidence of success or write a comment(s) in another child's book using the marking policy symbol of PA.
The child will respond to comments and may edit and improve their work accordingly using a purple pen. Peer assessment can also be collected from more than one member of the class by holding an 'Open Gallery' where children move around reading each other's work and recording successes and one area for improvement.

4. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

5. Quality Feedback Comments

Often, it will be appropriate for an adult to give written feedback to a child and this will generally occur after the learning has taken place.   This feedback must be timely, appropriate and relevant in order to enhance progress and may include: successes, areas for development, questions and challenges. Feedback comments may include:

- Examples of successes highlighted in <mark>green</mark> and praise given for strategies used.
- Areas to encourage thinking highlighted in <mark>yellow</mark>.
- **Support/Scaffold prompts**.

    - *Now use a…..to support you. (Eg vocab card/dictionary/adjective list/vcop card/100square)*
    - *It will be clearer if you…..*

- **Consolidate/Adult** written examples. .

    - *Try starting the next paragraph with…*
    - *Finish the sentence using…*
    - *Remember …..(with an example)*
    - *Underline the adverb in the sentence*

- **Challenges**

    - *Well done. Now try using a…..,/ including a*
    - *Can you think of another…*
    - *Edit and include a ….*
    - *Find/write 3 examples of….*
    - *Please edit this sentence using…..*

- **Open ended questions to provoke thinking**

    - *How…*
    - *Why...*
    - *What would happen if…*
    - *Give an example of…*
       .
- **Secretarial codes e.g.**   (SP)

- **Responses addressing the feedback written by the child in purple pen.**

- *We'll go through some together*
- *You have achieved the L.O.*