



St Saviour's
Community Primary School

Believe * Achieve * Succeed

MARKING & FEEDBACK POLICY

This policy complements the Teaching and Learning Policy at St Saviour's Community Primary School.

It is a vital component in maximising the full learning potential of all our pupils.

The aim of feedback and marking is to lead to improvement in pupils' understanding and work.

Principles

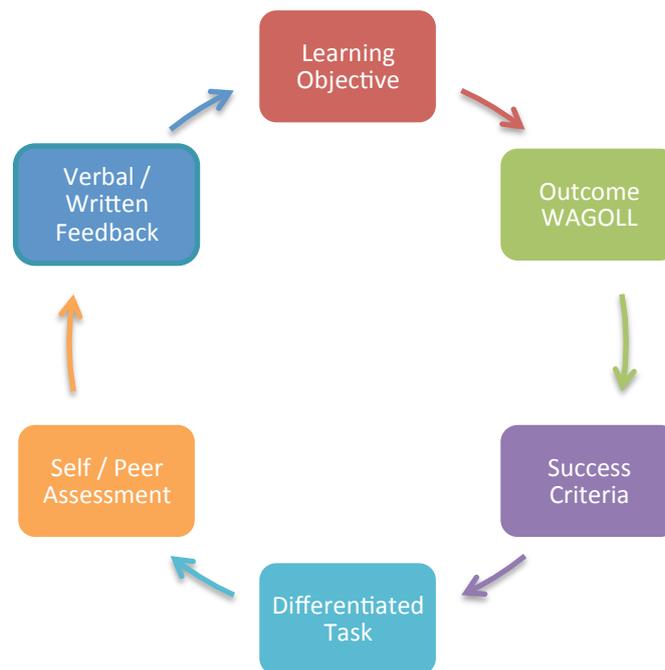
- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults
- All adults working with pupils should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral
- It may be immediate or reflective (i.e. working with the pupil or marked away from the pupil)
- Pupils should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations
- It should also take into account pupils' targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AfL Cycle

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

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc)

- Skilful questioning is used to explore pupils' 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
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement. For examples of self / peer assessment prompts see Appendix B
- Feedback and marking given will inform planning for learning



Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place. A record of this could take any of the following forms;
 - Annotated notes on plans
 - Observations in Learning Journals
 - Summary notes on pupils' work
 - Summary notes written by pupils
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways (see above)
- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- pupils should be able to read and understand the comments or have the comments explained to them
- comments should be spelt correctly
- the school handwriting policy should be followed when writing comments
- **Self-assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). At the end of each lesson, children are required to rate their achievement against the learning objective in their book:
 - G – green – I have fully achieved the learning objective
 - A – amber – I think I have achieved the learning objective
 - P – pink – I need more help to achieve this learning objective

The teacher marking the work will highlight the learning objective according to success. Pupils should be encouraged to continually look to improve their work and learning – editing and correcting work using a purple pen. Marking ladders are used for self-assessment of 'Independent Writing'.

- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B).

Prompts:

Closing The Gap Prompts:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Eg. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a monster with teeth like.....

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've 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 $25+25+25=$ you could calculate $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:

$$6 \times 10 = \quad \text{or} \quad 10 \times 6 =$$

Expectations:

- An adult will mark each piece of work. Any work assessed by pupils will be commented on by an adult (see Appendix A re: codes and colours).
- All work will be marked by the next lesson in that particular subject.
- Detailed feedback and marking will be given regularly in order to move children's learning on effectively.

- In literacy
 - Reading journals will be marked before the children next uses the journal
 - Short writing opportunities will be marked by the next lesson, with detailed feedback and marking given on a regular basis in order to move children's learning forward.
 - Longer and independent writing opportunities will be marked with detailed feedback given, including the use of marking ladders to aid self assessment.

- Grammar, Punctuation and Spelling

Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.

High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. Pupils will be asked to correct no more than two misspelt words, writing the correct spelling three times.

In topic work, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books.

- In numeracy, correct answers will be ticked, but incorrect attempts will be marked with a dot and misconceptions dealt with by the teacher with pupil as soon as possible (if possible, during the lesson).

- In other areas of learning
 - Feedback and marking needs to acknowledge progress towards the learning objective which must be clear and skill based.
 - When writing has taken place, this needs to be marked with the same rigour as any longer/independent piece of writing.

- Pupils will be given time to respond to any improvement comments in their work at the earliest opportunity (fix it time). This time may vary depending on the class and can be, for example, during registration or at the beginning of the lesson. Children in Key Stage 2 will use a purple pen to edit and correct work during 'fix it' opportunities.

- When pupils are given an improvement comment, they should respond in pencil in KS1 and purple pen in KS2 so that their response is clear.

- 'Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for improvement / development.

Review:

This policy was written on 8th December 2015 and will be reviewed annually.

- Reviewed and amended - 1st September 2016 – INSET Training
- Reviewed and amended – 7th March 2017 – Staff meeting

SEE ALSO:

Assessment Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy

Appendix A – marking codes

Marking Codes – KS 1/SEN

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

It will be assumed that work has been completed independently unless stamped (TA Assisted or Teacher Assisted) or the following code is applied:

- **S** – support given
- **G** – guided group work

Sc – the writing has been ‘scaffolded’ by the teacher

Teacher marks successes with ✓

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

Teachers' written feedback is given in a colour which is different to that used by the pupil

LSA's written feedback is given in a colour which is different to that used by the pupil and initialled

Stamps and stickers to be used to encourage, acknowledge good work and learning objectives achieved.

A finger (drawn) – finger space

Marking Codes – KS 2

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

It will be assumed that work has been completed independently unless stamped (TA Assisted or Teacher Assisted) or the following code is applied:

- **S** – support given
- **G** – guided group work

Sc – the writing has been ‘scaffolded’ by the teacher

Teacher marks successes with ✓

Success criteria and targets achieved will be highlighted in pink

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Sp	Spelling mistake – sp over the word, correction in the margin
P	punctuation
~~~~~ <b>G</b>	grammar
<b>//</b>	new paragraph

Anyone marking work other than the class teacher must initial the work they have marked.

## **Appendix B :**

### **Self & Peer Evaluation Prompts**

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

**I liked .....**

**I learned...**

**I think I will...**

**I never knew...**

**I discovered...**

**I was surprised...**

**I still wonder...**

**I have learnt....**

**Next time I could.....**

**I now know.....**

**I found..... difficult because.....**

**I solved..... by.....**

**The best example of ..... is .....**

**I like the way you.....**

**..... is effective because.....**

**You could make your work better by .....**

**Have you thought about.....**

**If we look at the success criteria we can see.....**

**Next time you could.....**

## Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

## Peer Marking Agreement

*Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:*

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

*(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)*

## **Appendix C:**

### **Expectations for Presentation**

- Children will write the short date at the start of their work – left side of the page
- Learning Objective:
  - KS1 – an adult will ensure the learning objective is on a child's piece of work. Staff may print the learning objective on stickers that are then stuck in the children's books.
  - KS2 – children will take responsibility for ensuring the learning objective is written on their work. Before starting a new piece of work, children will leave space to be able to go back and write the learning objective at the end of the lesson.
- Children will use a ruler to underline:
  - the date
  - the learning objective
- Use of pens:
  - Pen License - Children will be given the option of writing (not drawing) in pen from Y2 when they have demonstrated a consistent handwriting style in line with the school handwriting policy.
- Marking:
  - This should be completed using a colour which is different to that which the child has used.
- Use of rubbers:
  - Children will put a single line through any mistakes and not use a rubber. If correcting a piece of work, they will do so next to the original mistake using pencil.
- Children will use a ruler to mark the end of a piece of work. They will then use additional space on a page for their next piece of work.