

Barmby Moor and Garton on the Wolds CE (VC) Primary School

MARKING AND FEEDBACK POLICY

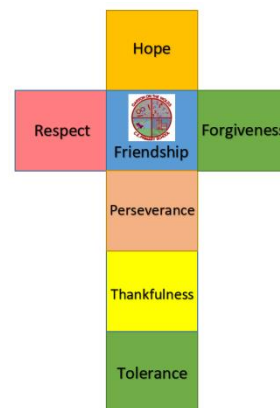
Garton on the Wolds CE Primary School

Our School Vision is to work as a community within the school's Christian ethos. We promote world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to 'live life to the full' (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- delivering consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- providing excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- nurturing a partnership of pupils, teachers, parents, governors and the local community
- ensuring targets are challenging and achievable



Our Values

Our Values are at the heart of our school vision and are illustrated in the Cross and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life.

We established these in collaboration within our school community.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

Philosophy

Marking and feedback is effective when children are invited to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

Aims

- Support and celebrate learning
- Inform the pupil what they have done well and what they need to do to improve to reach the next steps in their learning.
- Support pupil confidence and self-esteem through praise and valuing their achievements in learning, and contribute to accelerated learning.
- Foster a culture in which it is fine to make mistakes and shows us how to learn from them
- Support teachers' assessment knowledge of each pupil as part of thorough assessment of their learning, in order to plan and refine next steps in learning.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations and to teach pupils to respond to feedback, self-assess and evaluate their own learning.
- Improve standards by encouraging children to give their best and improve on their last piece of work.

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension/ accessible to all

- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child ensuring that the sentences are punctuated correctly with capital letters and full stops.
- Be frequent and regular, at least every third piece of work marked in detail and every piece acknowledged
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement and positively affect the child's progress
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective and success criteria of the work set but also relate to basic skills in English linked to handwriting, grammar and spelling
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective.

All teachers will adhere to the above principles and:

- ✓ Provide regular written and oral feedback
- ✓ Provide time in lessons to review work from previous lessons and read, reflect and respond to marking and feedback given
- ✓ Adjust planning in the light of marking
- ✓ Make learning objectives explicit
- ✓ Involve children in the process from an early stage
- ✓ Use children's work as exemplars
- ✓ Inform future individual target setting (Next Steps)

Why do we need to mark?

- ✓ To inform pupils, teachers and parents about the child's understanding, their strengths and the next steps needed to move their learning on
- ✓ To provide evidence of attainment
- ✓ To motivate children to produce high quality work, make progress and improve
- ✓ To provide opportunities to give praise, rewards and encouragement that show we value our children's work.

Good marking occurs when

- ✓ It is clearly related to the learning objective
- ✓ It is meaningful to the child
- ✓ It informs future planning
- ✓ It enables the child to act on guidance by 'polishing' (with their **red** pencils) an identified section of their work
- ✓ It is positive and constructive
- ✓ It is undertaken as soon as possible after the lesson
- ✓ It involves the child in some way and enables them to reflect and respond
- ✓ Wherever possible, marking takes place with the children, e.g. when staff are working with a focus group
- ✓ The learning needs of individual children are understood and work is matched and marked appropriately
- ✓ It improves a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning

Marking and Feedback Processes

Four types of marking and feedback may occur during teaching and learning:

i). **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of **verbal feedback** and occurs through **effective questioning** to clarify or refocus tasks and enquiry, **mini plenaries** and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning discussion with a pupil or in a group.

'Light' review of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

ii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iii) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

Immediate feedback is the most effective and is more likely to be **oral** than **written**.

Oral feedback

- is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intention.
- is usually interactive and instantly developmental. It may also give the child reassurance or a quick check on progress.
- has immediate impact as seen in a child's response in moving on to the next learning step.

'Light' Review feedback should be

- indicate the effort made by the child by using an effort grade according to the child's ability
- to acknowledge work has been checked for completion by ticking or dotting
- indicating errors made by using the marking codes in Appendix 1
- using pink to celebrate success and green for areas to develop, 'tickled pink and green for growth'

Written feedback should be

- using the learning objective/success criteria as the focus for marking as well as the basic skills for English /maths
- developmental, i.e. children will find out how they are getting on and what the next learning step will be. (It's a wasted effort if children are not informed by it and cannot progress as a result of it.)
- clear 'Next Steps' to further improve learning
- responded to by the child
- KS1 or Early Years this is verbal, it should be recorded as such using the initials VF on any work the pupil produces.
- checking back that previous feedback has been responded to by the child and marked to ensure that the advice has had the desired impact and closed the learning gap.
- an indication of the effort made by the child in relation to their ability by using an effort grade.
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Remember

- There is no point of writing to a child if the child will have no means of reading or understanding it
- Marking should aid curriculum planning, identify pupils who need additional work/more challenging work or support and intervention
- Children need to be trained to self-assess/ mark some of their own work, making improvements as part of a lesson – e.g. use of Learning Partners
- Display work is modelling of work for other children to see. Therefore, it should be marked before it is displayed

Pupils will traffic light their work against their learning objective accordingly. **Teachers will also indicate on the LO/SC/ next steps note at the top of the new learning; I for independent, T for teacher input, AS for adult support.**

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green: 'I am confident, understand and can do this and this shows in my work'

The learning objective, success criteria and next steps should be stuck into the exercise book so the child can self-assess against all aspects using tickled pink and green for growth. This can also be used by the teacher as feedback.

Evaluating Work

There should be opportunity to evaluate work (which is different to marking) where children are given time to reflect. This may take place during a plenary, in small groups or as a written comment **to the teacher** at the end of a piece of work. Example of key questions that children should be encouraged to answer:

- What did you find easy? (Traffic light the LO/SC)
- Where did you get stuck? (Traffic light the LO/SC)
- What did you find difficult? How did you get unstuck?
- What do you need more help with? (LO/SC)
- Have you learnt anything new?
- Do you have any questions?
- What would you like to find out next?

Homework marking and feedback

This should be 'light' marked by the teacher or teaching assistant to inform progress.

Non-negotiable Procedures for Marking.

- ✓ All marking and feedback by the teacher is to be carried out in **blue pen, supply teacher, TAs and students green pen**
- ✓ All marking is to be done in clear legible hand aligned to the school handwriting script and in language appropriate to the child's understanding and age. Verbal feedback will be given to younger children and recorded using a VF code.
- ✓ The marking code is to be followed in all cases. (see Appendix 1)
- ✓ The marking code should be accessible to all pupils in the learning environment by use of the Learning Mat on desks in every room (Appendix 1)
- ✓ **All pupils' work is to be at least 'light' reviewed by Teacher or Support Staff.**
- ✓ **In both Maths and English at least 2 pieces of work per pupil should be developmentally marked in depth per week.**
- ✓ **Assessment work** must be marked in detail showing areas of strength and areas to develop.
- ✓ Learning objective, success criteria and next steps printed notes should be stuck at the top of each piece of work in maths and English, using the Rising Stars performance indicators, this should be highlighted in pink or green depending on the outcome.
- ✓ **Teachers will indicate on the LO/SC/ next steps note at the top of the new learning; I for independent, T for teacher input, TA for teaching assistant input.**
- ✓ The printed LO, SC and next steps can also be used to self mark using the traffic light system.
- ✓ When identifying an area for specific improvement the respective work in the pupils' book (English or maths) will be identified by underlining in **green highlighter (green for growth)**. The corresponding comment will also be **highlighted pink (tickled pink)**. **'Polishing' (by the child using their red pen)** should focus on a short section of work and not be a whole piece repeated.
- ✓ There will be a **maximum of 2 identified specific areas** for green highlighting for each piece of work.
- ✓ Feedback comments must be constructed to require response by pupils (see Appendix 2 for examples), at an appropriate level of challenge, and such tasks must be completed by pupils. The teacher must check and mark any follow up tasks set,
- ✓ When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than **3 spelling corrections** for a piece of work will be given.
- ✓ **Challenge Next Step** is set where a child achieves the **LO** and the teacher poses a more challenging question or task to further deepen or extend learning
- ✓ **Follow Up Tasks** should be used to indicate how a child can go back over the piece of work that has just been marked to correct or improve it themselves using their **red 'polishing' pencil**.
- ✓ **Gap Task** – this is usually where some level of intervention is required so it should be clearly labelled as 'Intervention work'
- ✓ Pupil's work should be marked by the next lesson.
- ✓ An **'Effort Grade'** should be given to reflect the teachers judgement of how much a pupil has tried to complete the task set according to their ability

Role of other adults supporting learning

Support staff

All support staff, under the guidance and support of class teachers, are expected to take an active role in the learning and feedback of the groups they work with and in activities such as spelling and times table tests. Support staff should write in **green pen**, therefore, making it clear the work has been marked by them.

Support staff should:

- ✓ follow the guidelines of this policy
- ✓ identify if work was independent or supported/assisted using the appropriate code
- ✓ as appropriate give feedback verbally or through marking
- ✓ If developmental marking is done, it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This policy will be given to all new supply teachers as part of the Staff Handbook on arrival in the school.

Pupils are required to follow this policy as appropriate. However, the class teacher is also required to check and initial marking completed by the student to ensure quality assurance.

Monitoring and Evaluating Marking and Feedback

Books will be formally monitored each half term by subject leaders or SLT. A random selection of books will be picked from each class to observe marking techniques. Feedback will be given and should be kept in class teacher's appraisal files.

The desired outcomes for monitoring this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

- The Performance Indicators will be:
- An improvement in children's attainment and progress.
 - **Consistency** in teacher's marking across the school.

Induction of new staff
 Staff new to the school are expected to seek advice from either their mentor or a member of SLT in regards to the Effective Marking and Feedback Policy and assessment.

Behaviour Policy
 Marking should promote self-esteem.
 Marking has links with the rewards section of our behaviour policy and is supplemented by the use of stickers, certificates, house points, Awards Assembly, etc.

Managing the marking workload
 The following points are intended as guidance for staff when considering how to organise and manage marking/feedback:

- ✓ Where **appropriate**, provide opportunities for children to self-mark.
- ✓ Use **some** plenary sessions to go through work and mark it as a class or use self assessment.
- ✓ Flexibility is important, the time available and the nature of the task will influence whether staff are able to give feedback to the children **within a lesson**.
- ✓ When work has been marked away from the children, aim to set aside a few minutes for the children to read and respond to your marking at the beginning of the lesson.

The policy will be reviewed every year with all staff invited to comment. The result of this review will be discussed by Leadership Team and amendments made will be approved by Governors.

September 2017

APPENDIX 1

Improving your work KS2

What Our Marking Symbols Mean	
^	Word left out
Sp	Spelling error
C	capital/lowercase letter
FS	Full stop error
()	Finger Spacing
I	Independent
T	Teacher helped
AS	Adult Support
?	This part is confusing. Your teacher can not read or understand what you have written.

Marking your effort

E3 Outstanding effort You have tried your best and made a lot of effort to complete the work set. You have worked hard and taken care to complete the task to the best of your ability. It is well organised and you have tried to present it well.
E2 Encouraging effort You have tried to complete the work set. You have worked reasonably hard to produce work of a good standard in relation to your ability. Your work is organised and you have tried to present it

~	Poor grammar is shown by a wiggly line
/	New line or paragraph needed
o	Punctuation missed or incorrect
✓	Correct maths work or we have checked over this work and like what we see
•	Maths work to be corrected

- Please correct any mistakes highlighted in green or marked with these symbols using your red polishing pencil.
- Make sure that you have responded to all **comments to improve** or **correct** the work that has just been marked.
- Choose 3 spelling errors from each piece of work to write out 3 times underneath the work.
- Think about the **Next Steps** your teacher has suggested for your next piece of work.

well.

E1 Some concerns

You will need to make more effort next time as this piece of work is considered below the standard of which you are capable.

Next time think about the time you spend; how much care you take over your presentation and how you organise your work.

E0 Unacceptable effort

Your work is unacceptable because either:

- You could have tried much harder. Not much effort seems to have been made and the work is well below the standard of which you are capable; or
- Your work was not completed and/or not handed in by the deadline.

Your teacher may give you Reflection Time for

you to complete this work.

Improving your work KS1

Marking your effort

What Our Marking Symbols Mean

Λ	Word left out
C	Capital / lowercase letter
F	Full stop error
S	Finger Spacing
()	Spelling error
S	
p	
?	This part is confusing. Your teacher can not read or understand what you have written.
~	Poor grammar is shown by a wiggly line
~	
/	New line or paragraph needed

E3 Outstanding effort

You have tried your very best.
You have used your neatest handwriting and set out your work carefully.

E2 Encouraging effort

You have tried to finish the work set.
Your work is organised and you have tried to use neat handwriting it well.

o	Punctuation missed or incorrect	<u>E1 Some concerns</u> You will need to make more effort next time. Next time think about your handwriting and how you organise your work.
✓	Correct maths work or we have checked over this work and like what we see	
●	Maths work to be corrected	
• Please correct any mistakes highlighted in green or marked with these symbols using your red polishing pencil. • Make sure that you have responded to all comments to improve or correct the work that has just been marked. • Choose 3 spelling errors from each piece of work to write out 3 times underneath the work. • Think about the Next Steps your teacher has suggested for your next piece of work.		<u>EO Unacceptable effort</u> Your work is unacceptable because either: •You could have tried much harder. •Your work was not completed. Your teacher may give you Reflection Time for you to complete this work.

Appendix 2 Examples of feedback prompts requesting response.

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add... (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
Is there another way you could write this information (highlight sentence)?	If the answer was What could the question be?
Can you find a way you could write this in a shorter sentence?	Is there another way you could do this?
Finish this sentence:	Can you find a quicker way of doing this?
Fill in the blanks:	Finish this sentence: (Explaining work)
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Fill in the blanks: $\square 2 + \square 6 = 6\square$
This sentence by adding	Highlight where you have used... (column method, grid method, a strategy to check your answer, etc)
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me ... that have ...? e.g. Tell me two numbers that have a difference of 12.
Tell me ... that have ...? e.g. Tell me two sentences that have adverbials.	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What are the ... of ... ? What are the factors of 42?
Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
Show me how you could write it with ... adverbials, connectives, punctuation?	Verbal: Please talk me through what you have done so far.
What would happen if...?	What new words today? What do they mean? What maths words also mean...?
What new words today? What do they mean?	What would happen if...? e.g. What would happen if you started with 52?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
	Would it work with different numbers?
	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?
	What are the ... of ... ?
	What are the factors of 42?

Appendix 3

Examples of use of Next Steps

If children have achieved the LO give a challenge to accelerate the learning

- ✓ How would you...?
- ✓ What if...?
- ✓ Could you try...
- ✓ Can you...?
- ✓ Now you are ready to...
- ✓

If there are misconceptions help the child with prompts or further intervention

(This is then a **Gap Task**)

- ✓ Read back and add “ “ where you have missed them out
- ✓ Read the highlighted lines again – where should the commas go
- ✓ Remember the apostrophe when something belongs to someone/ something e.g. Earth's atmosphere. Go back through your work to find the three you have missed

If you are building on the skill next lesson support/ accelerate learning by:

- ✓ Use the working wall to add more adverbs tomorrow
- ✓ Well done. Use the **challenge task** tomorrow.
- ✓ When we finish this next lesson try to create a drop clause by adding extra detail to your next sentence