



Where learning's an adventure

# Marking and Feedback Policy

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Document Title:	Marking and Feedback		
Version Number:	2	Date of Next Review:	September 2017

## Purpose of this policy

The purpose of this policy is to provide an explicit guide to staff about how to mark children's work. It is to ensure best practice and consistency of marking and feedback across the school. All staff should be familiar with this policy.

## Why do we need to mark children's work and give feedback?

One of the main purposes of marking is to assess how far curriculum and individual targets and/or objectives have been met. It is important that we provide constructive feedback to enable children to become reflective learners and help them to reach goals.

## Marking and feedback should:

- Be read and responded to by pupils on a daily basis.
- Have a beneficial effect on the behaviour, motivation and self-esteem of the pupils.
- Be seen by children as a way of improving their learning.
- Give recognition and praise for effort and achievement and provide clear strategies for improvement.
- Refer to the learning intentions and success criteria.
- Adhere to the marking codes in this policy.
- Be neat and grammatically correct.
- Inform future planning and target setting.
- Be manageable for staff

## How to mark children's learning

- Make marking part of your daily routine once pupils have gone home.
- Do not over-mark; highlight repeated mistakes only once, with an expectation that the child will correct them all.
- When engaging in feedback conversations, (for example, in guided groups), record questions and comments into the child's book.
- Support staff and other adults working with children will write comments on children's books about their work and/or to keep a record of learning conversations they may be having with the child.
- In English and Maths, next step marking is expected twice a week. In English, this must include the final writing piece on a Friday every week, and one other piece. In science, one piece of next step marking is expected per unit, with all other pieces tick-marked using the grid. All pieces of topic work will be tick-marked, with one piece of next-step marking per unit on the identified writing piece.
- To be more time-efficient, mark work during the lesson as you go around the room.
- See Learning Intention/Success Criteria templates (Appendix 2) with guidance on Learning Skills (Appendix 3) and Smart Marking (Appendix 4), as well as class visuals (Appendix 5)

## Response to feedback

In order for marking to be beneficial, it must be read and acted on by children. For older children, mark only one paragraph in detail. In response to this detailed marking and feedback, the child then amends a second paragraph to improve it.

Time should be allocated on a daily basis (**Step-Up Time**) for pupils to respond to feedback. Teachers should model this process at the start of the year and explain the marking codes to them. Pupils should respond to feedback in green pen.

## Peer and self-assessment

Peer and self-assessment is not a replacement for teacher marking and feedback. It is an additional form of assessment that engages children in becoming self-critical and independent learners. Teachers can then verify the children's judgements. The aim of peer and self-assessment is to involve children in the analysis and constructive criticism of their own work. The approach used to peer and self-assessment will depend on the age and ability of the children. Ask children who have mastered a skill to put in 'next steps' for their peers. Time needs to be built into the lessons for the children to reflect on their work. This will be completed by children in green pen.

Examples of structured responses may include:

- Find one sentence/word you are proud of and read it to your partner.
- You have three minutes to identify where you think you have met the objective and underline it red.
- Decide with your partner whether you have met the success criteria for the lesson.
- Read your work. You have 3 minutes to write one way you could have improved your work.
- Discuss with your partner what you have learnt in the lesson. Write it in your book.
- Discussion of answers and strategies during the plenary.
- Children using calculators as part of their pupil activity and the plenary.
- Scanning a piece of children's work onto the whiteboard and the children critically assessing against the learning objective and success criteria for the lesson. The teacher needs to train children to mark using the school agreed codes.

## Marking Codes

Teachers will display the marking code, (Appendix 1), in their classrooms and refer pupils to it when necessary. All pupils should become familiar with the symbols and their meaning.

Peer and self-assessment

## Early Years Foundation Stage

Adults in the EYFS give oral feedback to children. Any written annotations about the children's work is written in their Profile Books.









## Monitoring





All teaching staff will be involved in sharing marked work in the children's books. Feedback and support will be provided to staff. Formal monitoring will be led by subject leaders and SLT. Books will also be monitored on whole school review days, as well as book-looks and during learning walks.





## Marking Code





All marking by adults to be completed in blue pen





All response to feedback by pupils to be completed in green pen

	Correction
	New paragraph
	Something missing (e.g. conjunctions, punctuation)
	Does not make sense
	Spelling error
	Next Step
	Think about... (NS in KS2)
	Verbal feedback was given during this session

<b>LI:</b>	<b>Learning skill:</b>		<b>Date:</b>	
<b>Success Criteria:</b>		<b>Self-assess</b> 	<b>Learning partner</b> 	<b>Teacher</b> 
<b>Key vocabulary:</b>				
		I	LP	SS   TS

<b>LI:</b>	<b>Learning skill:</b>		<b>Date:</b>	
<b>Success Criteria:</b>		<b>Self-assess</b> 	<b>Learning partner</b> 	<b>Teacher</b> 
<b>Key vocabulary:</b>				
		I	LP	SS   TS

<b>LI:</b>	<b>Learning skill:</b>		<b>Date:</b>	
<b>Success Criteria:</b>		<b>Self-assess</b> 	<b>Learning Partner</b> 	<b>Teacher Assessment</b> 
<b>Key vocabulary:</b>				
		I	LP	SS   TS

<b>LI:</b>	<b>Learning skill:</b>		<b>Date:</b>	
<b>Success Criteria:</b>		<b>Self-assess</b> 	<b>Learning partner</b> 	<b>Teacher</b> 
<b>Key vocabulary:</b>				
		I	LP	SS   TS

		KEY SKILL
<b>INDEPENDENT ENQUIRERS</b>	ENQUIRE	BE CURIOUS
		QUESTION
	PROBLEM SOLVE	PLAN
		MAKE CHOICES
		REASON
	APPLY KNOWLEDGE	FORM OPINIONS
APPLY KNOWLEDGE		
<b>REFLECTIVE LEARNERS</b>	EVALUATION	REFLECT
		REVISE
<b>CREATIVE THINKERS</b>	CREATIVITY	USE IMAGINATION
		LATERAL THINKING
		META-LEARNING
<b>SELF MANAGERS</b>	MOTIVATION	PERSEVERE
		MANAGE DISTRACTIONS
		SET GOALS
	EMOTIONAL SKILLS	BE SELF AWARE
		MANAGE MY FEELINGS
		UNDERSTAND OTHERS FEELINGS
<b>TEAM WORKERS</b>	SOCIAL SKILLS	BE INDEPENDENT
		COLLABORATE, VALUE & SUPPORT OTHERS
		COMMUNICATE
		LISTEN

## Presentation

- ❖ Start all work (English, Maths, Science and Topic) with LI/Success Criteria.
- ❖ Date positioned against the left margin if not in the LI.
- ❖ Question numbers in margin for English
- ❖ Work across page in Maths with question numbers presented as 9) format
- ❖ One digit to a square in Maths
- ❖ Any errors, rule out with one line using a ruler
- ❖ Before starting a new piece of work, underline previous work with a ruler
  
- ❖ Staff comments in **blue** pen
- ❖ Staff to use cursive handwriting style, in line with school scheme
- ❖ KS2 pupils use **green** biro's for improving writing / responding to marking
- ❖ Highlighter marking: **Green = Good**; **Pink = Think**
- ❖ Highlight LI in **green** when objective met; DO NOT highlight pink if objective not met – draw **pink** line at end of work with Next Steps needed to meet objective and highlight **pink**, specific points in success criteria which haven't been achieved/evidenced
  
- ❖ Children to have time allocated to respond to marking / feedback at the beginning of the next relevant lesson or start of school – referred to as **Step Up Time** (use staircase image as visual prompt)

English	Maths
<ul style="list-style-type: none"> <li>❖ Children write in pencil or blue ink</li> <li>❖ When using Page to Mark, children leave opposite page blank for feedback and responses or write using alternate lines</li> <li>❖ Highlight incorrect spellings and punctuation errors in <b>pink</b> and give children opportunity to respond</li> <li>❖ Children are given the opportunity to peer assess in green regularly but not every lesson</li> <li>❖ Children and teachers use Pocket Progress booklets to record achievements and identify Next Steps</li> </ul>	<ul style="list-style-type: none"> <li>❖ Children write in pencil</li> <li>❖ LI is highlighted <b>green</b> when met</li> <li>❖ Corrections and response to feedback are completed in green pen by children</li> <li>❖ 8 to 10 minutes Step Up Time at the beginning of subsequent lesson for response or beginning of the day</li> </ul>

<p><b>Green</b></p> <p>=</p> <p><b>Good</b></p>	<p><b>Pink</b></p> <p>=</p> <p><b>Think</b></p>
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