

Sherburn Primary School

Marking and Feedback Policy and Practice

Rationale

The marking of children's work, particularly in the presence of a child, plays an important part in the monitoring and assessment process. It immediately highlights any problems that may have arisen and enables both teacher and child to discuss the progress made and the next steps to take. When used constructively, marking is a powerful tool to help children improve their work.

Members of the teaching team are expected to refer to this policy frequently to ensure the best provision for our children. It will also indicate to other staff and parents/carers how children are developing as learners, what progress they have made and how they can be supported to make future gains.

The aims of this policy are to:

- ensure that all children receive feedback and have their work marked;
- support and improve their learning;
- develop their self-confidence and raise self-esteem;
- provide opportunities for self and peer assessment;
- improve and celebrate children's attainment and progress;
- provide consistency throughout the school in teachers' expectations and in their marking

Principles

Essential points for marking and feedback

Oral feedback:

- Should praise success
- Identify ways forward
- Be used regularly within lessons
- Be linked to objectives and success criteria
- Focus on targets
- Enable children to improve and edit work
- Be precise
- Be as immediate as possible
- Use good examples as role models.

Written feedback:

- It will be linked to learning objectives, success criteria and/or targets.
(Pupils should be aware of the Learning Objective and Success Criteria for a piece of work the moment the task is set. The Success Criteria provides children with a checklist of features required to meet the Learning Objective. The Success Criteria must be differentiated.)
- Marking should be done promptly. Outcomes should be fed back to the children as soon as possible – this could be to individual children, groups of children or to the whole class. This may include modelling by the teacher as a strategy to support and further develop learning.
- Children should have an opportunity to respond to marking (Red Pen Work) e.g. answer questions/ edit work/make corrections.
- Marking should inform judgements about children's progress and teachers' planning.
- Where appropriate the emphasis of marking should highlight a child's positive achievement in a piece of work followed by a next step(s) to further improve ('moving on' 'closing the gap' comment).
- All pupils need to know what each marking symbol represents and how to respond to feedback.
- Marking should celebrate the success of pupils. Opportunities to provide feedback e.g. in front of the class, to other staff and during assemblies is to be encouraged.

Policy into Practice

Marking and Feedback Guidelines

- ❖ Teachers should ensure that the purpose of feedback, both verbal and written, is clear to all those involved – other staff, pupils and parents.
- ❖ Children's work is marked **as soon as possible after completion**.
- ❖ Teachers will mark in **pink/purple ink** and clearly identify where improvements can be made using the marking code.
- ❖ Teachers highlight key inaccurate **spellings**, use the marking code appropriately and record the correct spelling after their written feedback.

Children will then **practise these three times** at the end of the piece of work.

- ❖ All aspects of work will be marked using the school's **marking codes**
- ❖ Children will sometimes be given opportunities to mark their own work or others' work, eg. Maths.
- ❖ Children will be given time to improve their work, where appropriate, during **Red Pen Work** (dedicated improvement and reflection time) using a **red pen**.
- ❖ Teachers will measure against the **learning objectives** or **success criteria** of the curriculum focus.
- ❖ Comments are **succinct and accessible** to the child. In Quality Marking they point out the aspects of children's work which is good or better and indicate what improvements will ensure further progress.
- ❖ **Success Criteria** should be used for extended pieces of writing and differentiated where appropriate. This should be printed and stuck at the start of each piece of writing and referred to for self-assessment and quality marking.

Success Criteria	I think I can	My teacher thinks I can
I have written in the first person e.g. I, me, us, we.		
I have included similes e.g. As quick as a flash she jumped out of bed.		

- ❖ The **Success Criteria** will be taken from the sub level descriptions from the individual assessment grids for reading and writing. The assessment criteria will then be highlighted once evidence has been collected.

Quality Marking

Not all pieces of work can be 'quality marked.' Teachers decide whether work will simply be acknowledged (by highlighting the Learning Objective), or by giving more detailed attention. All long pieces of writing will be quality marked.

What is 'Quality Marking?'

Teachers focus on the Learning Objective and/or the Success Criteria of the task.

When 'quality marking' teachers:

- Read the entire piece in depth;
- Underline in **pink** examples where the **success criteria** has been **achieved** and in **green areas for improvement**;
- Use **marking codes** to scaffold children's self-improvement.
- State what the child has done really well in this piece of work
- Suggest an aspect of the work which could be improved and provide a focused comment to help the children understand how to achieve this
- Where success criteria are clearly evident in the work and the learning objective has been met, this will be highlighted in yellow by the teacher.

How we will encourage children to reflect and respond to feedback

Children will have the opportunity to reflect upon and respond to the feedback provided in order to move their learning forward. It is expected that this opportunity is instantaneous where feedback is verbal and no later than the next lesson where written feedback is provided. Children will use a red pen to show where they have responded and made focused improvements based on the improvement suggestion. Subsequent marking should also take account of pupil improvements, corrections and amendments appropriately.

Pupils' involvement in marking

Observations and notes are made in the foundation stage, key stage 1 and where appropriate in key stage 2, as a form of effective marking. Children should develop strategies for self-marking, self-evaluation and peer assessment. The quality of this is monitored by the teacher. Children in key stage 2 are encouraged to 'dialogue mark' and respond to teachers' comments.

Maths

- ✓ Correct answers will be ticked, but incorrect attempts will be marked with cross (x). Misconceptions will be addressed by the teacher as soon as possible (ideally, during the lesson) and remarked.
- ✓ If a child has shown working out using the correct process, but the answer is wrong, then the marking should circle/underline the part of the calculation that is wrong and comment on the correct process.
- ✓ Response marking (Red Pen Work) may focus on a correction, an improvement, encourage the child to have a go at a more challenging example or apply their understanding to a problem. This will be dependent on what is being taught.

Homework


All homework should be viewed by the teacher and this will be marked using ticks and crosses. If the work identifies a misunderstanding, need for amendment or a significant achievement, the teacher will make a comment. Please note that quality marking is done on work completed during lesson time at school **not** for homework pieces.

Exceptional work/significant achievement

When a piece of work demonstrates a significant achievement or exceptional work, the child should be provided with the opportunity to show the work to the school's subject coordinator or Head Teacher.

Marking codes

Marking codes and symbols are clearly defined so that both teachers and pupils understand them to cut down on marking time and focus pupils on improving work. The marking code will be regularly referred to and discussed with children so that it is understood by them and by any additional adults supporting learning. The marking code should be clearly displayed in the classroom. Staff should use the following symbols and codes:

A tick, a wish and a challenge	
✓	A tick - identify an aspect of their work which is a success/something they have done particularly well. This should, where possible link to learning objectives/outcomes or previous targets/feedback.
✱	A wish - identify an aspect of their work which they should improve. This should, where possible link to learning objectives/outcomes/targets.
↗	A challenge – a further challenge may be set for pupils who have confidently achieved their learning outcome and could be stretched further with a related challenge. This includes next steps.
Marking Codes	
CL capital letter needed	VF verbal feedback
P punctuation required	V incorrect use of vocabulary
FS use finger spaces	Gr incorrect grammar
neater presentation	T tense error
Sp spelling correction to be copied 3	 not enough work completed in the

times	time given – to be completed
^ missing letter or word to be inserted	? something does not make sense – what should it say?
// new paragraph	/ new line

Support

If a pupil has received adult support to complete a task, has been taught by a supply or student teacher the following codes should be used. It is the responsibility of Senior Leaders to ensure that supply staff and student teachers are made aware of our marking policy.

Other Codes	
AS Adult Support	I Independent
PS Peer Support	GT Guided by Teacher/TA
ST Supply Teacher	GW Group work

L.Gunn & L.Taylor 2014

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Review annually