

# Ilketshall St Lawrence Primary School



## Policy for Marking and Feedback

Date: March 2016

Review date: March 2018

## **Policy Statement:**

Research has proved that oral feedback is more effective than distance marking and therefore, whenever possible, staff should aim to give verbal feedback so pupils may act upon immediately. Written feedback, however, does have its place and the following statements are intended to provide guidance for the implementation of both strategies. Scores and marks do not inform pupils what they need to do to improve. It should be noted that the purpose of giving any type of feedback is to move the learning on by identifying the child's successes and areas for improvement.

## **All marking will aim to:**

1. To raise standards of attainment by identifying examples of success in a child's work and areas for development.
2. To raise self-esteem by providing positive feedback and establishing a "can do" culture.
3. To support the teacher in assessing a child's progress and to inform future planning and interventions.
4. To encourage self-assessment, thereby developing the pupil's understanding of the learning process and developing independence.
5. To provide a consistent and progressive approach to marking and feedback throughout the school.

## **Principles:**

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

## **Who is involved:**

Headteacher: monitoring, evaluation and inset

Partnership Teachers: modelling good practice

Class Teachers: giving a range of feedback in a variety of forms

Pupils: self-assessment and marking, peer assessment and marking and improving their own work

Teaching Assistants: marking in line with the Learning objectives (I can...), commenting on assistance given

Supply Teachers and Trainee Teachers are required to follow the policy

## **Guidance for marking by teachers:**

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking
- the response from the child is then acknowledged by the teacher or teaching assistant
- it is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking
- effort should be acknowledged alongside achievement

Four types of marking and feedback occur during teaching and learning at Ilketshall St Lawrence Primary School:

- 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 conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- 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.
- Self-assessment and peer assessment of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Ilketshall St Lawrence.

Procedures for Marking.

All marking is to be carried out in green pen

All marking is to be done in a clear legible hand aligned to the school handwriting script.

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

All pupils' work is to be at least 'light' marked by Teacher or Support Staff.

In both Maths and Literacy at least 1 piece of work per pupil should be developmentally marked in depth per week.

In developmental marking:

- When identifying specific success, the respective work in the pupils' book (literacy or maths) will be identified in green highlighter. The corresponding comment will be written in green **'Green Great'**.
- When identifying an area for specific improvement the respective work in the pupils' book (literacy or maths) will be identified in pink highlighter. The corresponding comment will also be written in pink **'Pink Think'**.
- When identifying an area for specific extension the respective work in the pupils' book (literacy or maths) will be written in red. **'Red Respond'**.
- There will be a maximum of 2 identified specific areas for both pink and green highlighting for each piece of work.
- Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.
- 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.
- Where possible, comments and guidance should be positive to moving their learning forward
- Comments can also pose an open question specifically related to the Learning objective to think about next steps, this can be identified with a next steps symbol.

Marking may also include:

- a correct example given by teacher
- a request to do some corrections
- use of scanning and mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on
- TA's working with groups can mark/stamp their work (Worked with TA)
- Teachers working with a group mark work according to activity on the plan or stamp work (Worked with Teacher)
- time allocated for conferencing with pupils

- older children comment against the learning objective to feedback their understanding to the class teacher.

#### Verbal feedback

- All verbal feedback must be marked as such and any corrections/alterations made by the child following feedback, need to be written alongside the incorrect answer to show progress.
- Erasers should not be used either by children or staff when work is being marked and corrected.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

### **Guidance for Peer / Self Assessment:**

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria.

Some successful peer / self-assessment strategies include:

- 2 stars and a wish
- Traffic lights systems
- Thumbs up / thumbs down
- use of green (positive) and pink (development) highlighters or pens
- use of a different colour to mark along with a signature
- use of red, yellow and green pencils for self –assessment

### **Expectations**

All pieces of work in books should be acknowledged in line with the approaches listed above: ie either through teacher marking/ stamping, peer marking or self-assessment.

### **Detailed marking:**

For Literacy and Maths, there should be a fair balance of teacher and child marking.

- Teachers should also be conscious of checking the quality of peer and self-assessments made by children
- For Literacy and Maths, there should be evidence of teacher marking when a teacher has worked with a group or individuals.
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self assessment.
- Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria.
- Children should be given opportunities to feedback their comments about other

- children's work in the topic books throughout the year.
- In Literacy and Maths each child should have one piece of work marked in detail once every week at least.
- Extended writing should be marked in accordance with the 6 ticks system.
- Cover/Supply teachers need to mark and initial all work

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.

### **Alternative Ways of Sharing/Celebrating a Child's Success**

- openings of lessons
- mini-plenaries eg Why is this good? (Refer to success criteria)
- plenaries
- Assemblies
- Achievement Awards
- Display

### **Responsibilities**

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.

Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

### **Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

### **SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.



Content Prompts	
√	Correct
X, ? or •	Incorrect
d	Capital letter (KS1 only)
○	Full stop (KS1 only)
<u>wurd</u>	Spelling mistake
FS	Finger space
NL	New line
//	New paragraph

Assessment Prompts	
LO	Learning Objective
I	Independent
S	Supported
VF	Verbal feedback
(SW)	Initials to indicate feedback read or peer- marking
Great	Green Great
Think	Pink think
Respond	Red respond
Either highlighted or using the appropriate coloured pen.	

