

St Andrew's Church of England Primary School



With Faith, Hope and Love we can achieve greater things.

***Marking and Feedback Policy
September 2015 - September 2016***

Philosophy

We believe that verbal feedback and constructive marking help raise standards. These strategies form the most useful and powerful on-going diagnostic record of achievement. It is also an extremely effective medium for ensuring that the pupils are aware of their own progress and how they can improve.

Aim

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations in marking and feedback, in order to raise the achievement and self-esteem of pupils.

This policy aims to ensure consistency in the way that pupils' work is marked across the school.

For the Teacher

- Indicates strengths
- Indicates where the pupils are having difficulties
- Indicates effectiveness of the teaching
- Indicates whether or not an objective / target has been achieved.
- Aids further lesson planning

For the Pupils

- Provides feedback on their strengths and areas for development
- Helps stimulate, motivate and encourage
- Gives guidance on how to improve performance
- Indicates whether or not an objective / target has been achieved
- Allows them to reflect and build on previous learning

For the Parents

- Provides information about their child's progress
- Gives evidence of achievement and effort
- Indicates their child's strengths and areas for development

Principles of marking

Marking of pupils' work can have different roles and purposes at different times and can involve both written **and** verbal feedback.

- Marking should be a shared process between a teacher and an individual pupil providing opportunities for prompt and regular written or spoken dialogue with the pupil

- Teachers and pupils should be clear about the learning objectives of a task and the criteria for success and marking should be directly related to this
- Time must be given for pupils to read, reflect and respond to marking
- Marking should be seen by pupils as a positive aid in helping close the gap between current and desired performance.
- Marking will be used to support Assessment for Learning, by guiding pupils on how to improve, as well as Assessment of Learning to support summative judgements for a teacher.
- Outcomes of marking should influence future planning so that assessment for learning is truly taking place.

Effective Feedback

A) Clear Criteria

- Pupils need to be aware of what they are trying to achieve in a particular piece of work
- Feedback should be focussed on the shared learning objective / success criteria.
- A high standard of presentation would be an additional criteria agreed for any piece of work, this would include drawing a pupils attention to work that does not comply with the basic requirements for setting out work eg the omission of dates, headings etc. (rough drafts excluded)

B) Positive Feedback

- Verbal comments are particularly valued by pupils because they are personal to them and immediate. Use the pupil's name wherever possible
- Praise the positive aspects of the work before pointing out areas for development
- Mark work promptly - where possible in the presence of the pupil
- Teachers should be selective in the aspects they choose to comment on
- Allow for improvement time to show the impact of the marking upon the learning
- Work should be marked according to the curriculum focus

- Pupils should be rewarded (in line with rewards policy) for their achievements, by use of stickers, house points, and through the sharing of good work at assembly etc. (exceptional pieces of work can be shown to other members of staff e.g. Phase Leader, Deputy Headteacher or Headteacher)

C) Oral Feedback

Pupils of all ages need oral feedback but this is particularly important in the Early Years and KS1 where pupils may be unable to read a written comment. In Early Years, the pupils work mostly in small groups. The teacher will always discuss the work with the pupil and give feedback orally; therefore aspects of the marking codes explained in this policy are not always appropriate. Discussion with pupils should include feedback on what the children need to improve. Written comments are not usually used as feedback for the pupil but may:

- Provide an explanation of what the pupil has produced (eg. A description of a picture; a comment made by the pupil about the picture; the writing decoded for others to read)
- Highlight an objective that the pupil has met or on progress that has been made.
- Record the resources or support that has been provided for the child to access the learning objective

D) Self-Marking

All pupils should be encouraged to self-evaluate by identifying their own successes and an area for improvement/next step.

Guidelines

- A pupil's work should be marked using a different coloured pen (green) to that used by the pupil
- Self-marking should be done by the pupil using a different coloured pen / crayon (purple) to that used by the teacher
- Self-marking by the pupil should be acknowledged and responded to by the teacher
- Observations and notes should be made in the Early Years and KS1 as a form of effective Assessment for Learning

- Comments should be informative (i.e. not just 'good', 'excellent' etc) and relate to learning objective / success criteria
- Comments should be written legibly and generally left to the end of a piece of work so as not to overshadow the pupil's work.
- Written comments provide some constructive suggestions of how further improvement to the work can be achieved;
- Pupils must be encouraged to undertake self-correction of their work before it is submitted for marking, in order that work of the best quality is submitted for marking by the teacher
- Pupils should be encouraged to self-assess their work. To make this process effective, self-assessment should be modelled so that it is focussed on clear objectives / success criteria. All children will be expected to draw a ☺ or ☹ at the end of a piece of work to show how they think they have performed. Children in KS2 will also be expected to write a short commentary to highlight their successes and/or their areas of development.
- Marking codes used are in Appendix 1.

Subject Specific Guidance

Literacy

A minimum of one piece of literacy work per week will be expected to show formative, 'quality' marking.

- Highlight two examples (where possible/appropriate) in pupil's work which demonstrate achievement of objectives.
- Next Step - Identify one element of the learning objective / success checklist that has not been achieved or one element of learning that could be extended. Demonstrate how they could achieve this objective by including a range of improvement prompts. (see appendix 2 - Shirley Clarke model))
- Response time - Make time for pupils to read and follow up the comments in their books. (No more than 5 minutes).

Extended Writing

Extended Writing must be marked thoroughly and in relation to the levelling criteria appropriate to the pupil and the genre of writing.

- Comment on any improvements made in respect of previous feedback.

- Comment on achievements in relation to success checklist / levelling criteria.
- Next Step - Identify up to two elements of the success checklist / levelling criteria that have not been achieved or up to two elements of learning that could be extended. Demonstrate how they could achieve these by including a range of improvement prompts. (see appendix 2 - Shirley Clarke model))
- Response Time - At the beginning of the next Extended Writing session up to 10 minutes must be allocated to reading feedback from previous session and responding where appropriate.

Guided Reading

Children's independent reading activities must be thoroughly marked and in relation to the levelling criteria appropriate to the pupil.

- Comment on improvements made in respect of previous feedback.
- Comment on achievements in relation to success checklist / levelling criteria.
- Next Step - Identify one element of the learning objective / success checklist that has not been achieved or one element of learning that could be extended. Demonstrate how they could achieve this objective by including a range of improvement prompts.
- Response time - Make time for pupils to read and follow up the comments in their books. (No more than 5 minutes).

Numeracy

A minimum of one piece of numeracy per week will be expected to show formative, 'quality' marking

- Highlight two examples in pupil's work which demonstrate achievement of objectives
- Next Step - Identify one element of the learning objective / success checklist that has not been achieved or one element of learning that could be extended. Demonstrate how they could achieve this objective by including a range of improvement prompts. (see appendix 2 - Shirley Clarke model))
- Response Time - Make time for the pupils to read and follow up the comments in their books. (No more than 5 minutes)

- Where objective has not been met follow up / intervention activity must be planned to clarify misconception

Teacher Absence

Should any teacher be absent due to illness or INSET the supply teacher covering will be expected to maintain the marking as far as is reasonably possible.

Supply teachers initial work that they have undertaken and write (supply teacher) in brackets.

Monitoring and Evaluation

All staff will be expected to be familiar with the policy and apply it consistently. The SLT and subject leaders will monitor books and talk to pupils about their work. Feedback and support will then be provided to staff as appropriate.

Appendix 1

Marking

- Mark in green
- Mental Maths marked ✓ or X
- Spellings marked ✓ or X
- Marking Maths books green circle around answer or part of the calculation meaning check answer
- Marking English
 - \\ new paragraph
 - _ line under word sp in margin for spelling mistake
 - _? Need to talk to the pupil

Agreed Codes:

SP	Supported Practice
SA	Supported Application
PM	Peer supported working / marking
SM	Self- Marking
GW	Group Work
D	Dialogue (spoken to pupil about their work)
NS	Next Step

Appendix 2

Improvement prompts

Shirley Clarke suggests three types of prompts.

A reminder prompt;

Most suitable for the more able pupil, it reminds the pupil of what could be improved.

A scaffolding prompt;

Most suitable for pupils who need more structure than a simple reminder.

An example prompt;

Extremely successful with all pupils, but especially with average or below average pupils. This prompt gives a choice of answer, word or phrase.

Examples for maths

YR

Recognise numbers 0 - 10.

Scaffold prompt: Can you order these numbers in a different way?

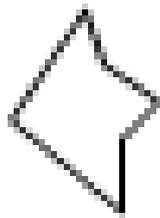
Reminder prompt: What is wrong with number ____ ?

Y2

Use the mathematical names for 2D shapes.

Scaffold prompt: I have 3 sides and 3 corners. What am I?

Example prompt: Is this shape a hexagon? How do you know?



Y3

Find a small difference by counting up from the smaller to the larger number

e.g.

102 - 97.

Reminder prompt: Three answers are wrong. Find them and see if you can work out why.

Scaffold & example prompt: Use an empty numberline to count from 95 to 101.



Y4

Develop and refine + or - of two whole numbers less than 1000.

Reminder prompt: Could you show another method for solving question 3?

Scaffold prompt: Check your answers using subtraction. How can you do this?

Example prompt: Now try this sum using larger numbers $2475 + 1523$

Example prompt: Try this problem: On Monday 207 children and 98 adults went to the cinema. How many went in total? How many more children than adults went to the cinema on Monday.

Examples for Literacy

What the child wrote: It was dismal.

Reminder Prompt: Say why you thought this.

Scaffold Prompt: Why was it a dismal time? Why did you hate being there?

Example Prompt: Choose 1 of these: It was dismal because...

...I was bored all the time.

...I only had my grandad to talk to.

What the child wrote: Nobody believed him.

Reminder Prompt: Say how you think this made him feel.

Scaffold Prompt: How do you think X felt about not being believed? Write another sentence that tells us.

Example Prompt: Circle how he felt:

Angry Annoyed Upset Frustrated _____ your idea

What the child wrote: The burglar ran towards the car park and drove off.

Scaffold Prompt: Fill in the gap with an adverb:

The burglar ran _____ly towards the car park and drove off.

Example Prompt: Tick which adverb would describe how the burglar ran: The burglar ran...

Quickly Slowly Hesitantly Haphazardly Chaotically
_____ your idea

What the child wrote: He was a bad monster.

Reminder Prompt: Think of a better word than 'bad'.

Scaffold Prompt: What kind of monster was he? Think of another word that means the same as 'bad' and write it below.

Example Prompt: Which word describes the monster better than 'bad'.

Ferocious Evil _____ your choice