Feedback and Marking Policy

Date of Policy Issue:	September 2015
Review Date:	September 2017
Name of Responsible Manager / Headteacher:	Julie Mullane
Signature of Responsible Manager / Headteacher	
Signature of Chair of Governors	
Date:	

Rationale

To ensure we provide a systematic and effective approach to feedback. Our practice will focus on success and improvement needs; enabling pupils to understand what they have achieved and what their next steps should be.

At Kings Worthy Primary School our feedback and marking policy promotes our school ethos where:

- *Self-esteem is recognised as the most significant factor in being a successful learner*
- *All achievements are linked and build further confidence in future goals*
- *Achievements are made explicit to children*
- *Children see learning as a continuum which, given time, anyone can master*
- *Children are able to readily identify achievements and proud moments*

Purpose: Reasons for marking

- Recognise, encourage and reward children's effort and achievement, and celebrate success.
- Provide a dialogue between teacher and children and clear appropriate feedback about strengths and development points in their work.
- Improve a child's confidence in reviewing their own work by indicating the next steps in learning.
- To indicate how a piece of work could be improved or corrected against assessment criteria.
- To help pupils develop an awareness of the standards the need to reach.
- To identify pupils who need further support or challenge.
- To provide evidence of assessments made
- Help teachers plan and set pupil's future targets

Principles

Marking and Feedback will:
- reflect the positive learning culture of the school
- be seen by pupils as helpful in improving their learning
- promote high expectations and engagement in learning
- wherever possible involve children, encouraging a dialogue for learning between children and adults
- incorporate opportunities for children to respond to marking and feedback as soon as possible after it has been given so that a dialogue about learning is developed
- come from all adults working with children
- be written and/or oral
- be immediate or reflective (i.e. working with the child or marked away from the child)
- identify where children have been successful in their learning and highlight areas for improvement or extra challenge
- predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels in line with our spelling policy
- take into account children's targets and their progress towards these
- be consistent across each phase and coherent for pupils across the whole school
- inform future planning
- be manageable for teachers

Expectations and responsibilities

- It is the responsibility of all adults working with the children to ensure that this policy is implemented.
- The integrity of the children's work should be respected and marking should show that the work is valued. Comments should be as positive as possible and when more negative remarks have to be made, they should indicate constructively how work can be improved in future.
- Children will be given the time to read the feedback and to respond to the teacher's comments
- Each piece of work will be marked by an adult. Anyone marking work other than the class teacher must initial the work they have marked.
- Any work assessed by pupils will be reviewed by an adult.
- Generally work will be marked by the next lesson in that particular subject.
- Detailed feedback and marking will be given when appropriate in English and maths.
- To inform marking and feedback, the learning objective and success criteria must be visible for the children to see and refer to. This should be shared and understood by pupils as part of the lesson.
- The Learning Objective will be recorded on each piece of English and maths work.
- Adults or children will record (using agreed codes) whether work has been done with support or during a group session. This will help when work is used for summative assessment. If there is no code evident it means the work has been completed independently.
- All marking codes and symbols to be shared with the children and displayed in the classroom.
- Marking to be completed in a contrasting colour to the children's work and often in black.
- Extended writing should be marked using the agreed codes and given a star and tip.
- Work should be marked against the objective using agreed codes.

Feedback and Marking Strategies

The giving of feedback and the marking of children's work can take many forms depending on the learning objective. The most valuable kind of feedback and marking involves both the teacher and the child in discussion and evaluation whilst work is in progress.

Approaches:

Verbal feedback – given by an adult in the presence of the child or group of children.

Discussion of the work in progress allows the teacher to analyse and correct errors in thinking or execution and to offer ideas for extension. This may happen during lessons or after the learning has taken place. A record of this could be annotated comments in books noted with the code D. It could also be annotation in teachers planning.

Distance marking – this takes place away from the children and gives opportunity for further analysis and reflection on children' progress in learning.

It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, teachers should ensure that the children can read and understand the comments or make time to have the comments explained. When it is not possible to mark work with the child, it is important to have a system for submitting unmarked work.

Peer and Self –assessment and evaluation – Children should be encouraged to evaluate and respond to their own and others work where appropriate. For this to be successful effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own and others learning/work.

Children can be involved in their own marking by:
- reflecting on their own learning
- identifying progress towards success criteria/targets
- identifying areas for improvement
- identifying inaccurate spelling and punctuation errors at first draft stage
- checking their own maths with a calculator or answer sheet

SEN and inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities.

Review

This document will be subject to review in autumn 2015 by staff and governors.

Teacher giving written feedback

	Symbols & Marking Code (See Appendix B) *All codes are most effective when the work has been discussed (D) with the child either prior or after marking.*	Star and Tip / Next steps/ Comments
FS	• Adults annotate pieces of learning using the marking code throughout FS in order to make informed assessments. • We begin to use marking codes with the children in the spring and summer term of Foundation Stage.	• We give a verbal star and tip in FS. Children are expected to follow up their tips in Child Initiated Learning.
KS1	• In year 1 we use the KS1 symbols. • In year 2 we use the KS1 symbols and words to give feedback. • We use the marking code of traffic lights to indicate: Green = Objective achieved Amber = Working towards Red = Objective not achieved. • When a red traffic light is used in marking then the teacher will follow this learning up with the child.	• In year 1&2 we use the symbol ✶ and the word tip. We use this in most of our English and Maths marking. • We always use ✶ and tip when marking extended writing. • When children have written a self-assessment comment, we often write a response.
Year 3&4	• We use the KS2 symbols. • We use the marking code OA (Objective achieved) or WT (Working towards). • If the objective has not been met then the teacher will discuss the learning with the child.	• We use the symbols ✶ and T in English. • We always use ✶ and T to mark extended writing. • We always give children time to respond to our marking. The children use 'polishing pens' to respond to our comments and improve their work. • In maths we often respond to work with scaffolding, example or challenge. • When children have written a self-assessment comment, we often write a response.
Year 5&6	• We use the KS2 symbols. • We use the marking code OA (Objective achieved) or WT (Working towards). • If the objective has not been met then the teacher will discuss the learning with the child. • On some pieces of learning we highlight the children's working using the colours green for great and pink for think.	• We use the symbols ✶ and T in English. • We always use ✶ and T to mark extended writing. • We always give children time to respond to our marking. The children use 'polishing pens' to respond to our comments and improve their work. • In maths we often respond to work with either scaffolding, example or challenge. • When children have written a self-assessment comment, we often write a response.

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Teacher giving oral feedback

	Specific praise	Mini plenary	Body language	Star and tip	Specific steps to break task down
All phases	We give specific praise with next steps. Our praise will normally relate to the learning objective. We also make sure we praise effort.	We use mini plenaries as a regular feature in all of our learning. We use the visualiser to show work as a discussion point. We share success as well as misconceptions and errors. We use hinge questions to ascertain the children's understanding and learning.	We show friendly and approachable body language including lots of smiling and thumbs up.	We verbally share stars and tips with the children to help to move their learning on. We link this to specific praise.	We refer to success criteria verbally. We identify children in a group or individually who will benefit from having the task broken down into manageable steps.

Child marking own work

	Traffic lights Red = I don't understand. I need more help. Amber = I'm beginning to understand but would like more practice Green = I understand and can explain my learning.	**Highlighting**	**Marking own work**	**Success criteria**	**Evaluative comments**
FS	• We introduce and model this in the spring term.	• We are learning to use highlighters. We don't use them to mark our own work.		• We use verbal and visual success criteria.	• Children are beginning to discuss their learning with an adult.
KS1	• The children use traffic lights to self-assess in English and maths.	• We introduce highlighters to mark our own work in year 1. The children use them to identify specific features in their learning as directed by their teacher.		• In year 1 we use visual and written success criteria. • In year 2 we begin to use a success criteria check list for different genres of writing.	• Children are beginning to make evaluative comments to indicate the support they have had and strategies used.
Year 3&4	• The children use traffic lights to self-assess in English and maths. We expect the children to write a comment to explain their choice of traffic light.	• The children use a variety of colours to highlight their work according to specific instructions or success criteria.	• Sometimes the children can use a calculator or answer sheet to mark their own work in maths.	• Often the children will tick against success criteria when they have used it in their writing or maths.	• Children develop their ability to make evaluative comments to indicate the support they have had and strategies used.
Year 5&6	• In addition to the practice in year 3&4 the children may use traffic light cups to indicate their current self-assessment in maths.	• The children use highlighters to identify specific features in their learning as directed by their teacher.	• Sometimes the children can use a calculator or answer sheet to mark their own work in maths.	• Often the children will tick against success criteria when they have used it in their writing or maths.	• Sometimes the children 'talk to the page' to indicate their theories and processes relating to their learning. This takes the form of a written comment.

Response partners working together

	Response partners / Verbal comments	Written comments
FS	• In FS we use talking trios to look at pieces of work. • We model to how to be a good response partner.	
KS1	• We use our talk partners as our response partners. We sit by our talk partners on the carpet. We swap partners each half term in year 1 and weekly in year 2.	• We introduce written comments by using post it notes.
Year 3&4	• We teach the children how to be response partners. We often use this tool across a range of subjects to assess our learning and make suggestions for improvements.	• The children may write a star and a tip for other children to help them to make improvements and celebrate success.
Year 5&6	• We teach the children how to be response partners. We often use this tool across a range of subjects to assess our learning and make suggestions for improvements.	• The children may write a star and a tip for other children to help them to make improvements and celebrate success.

Talk Partners

Talk partners are used across the school in a variety of different ways.

Teachers usually have a question and response session as part of a lesson; whilst this provides the opportunity for individual children to respond to the teacher, the use of 'talk partners' as a strategy means that all children get the opportunity to think, discuss and express themselves orally. There is significant research to show that children's learning is restricted by low level questioning and lack of time to respond; the use of talk partners can really take children's learning on further, and what's more, it's fun.

We ask the children to:

1. Look at your partner when they are talking.
2. Look interested.
3. Don't let other things distract you.
4. Let your partner express their views.
5. Think carefully about what your partner is saying.
6. Stay focused on the question/task.
7. Try to be clear about what you mean.
8. Say more than one or two words.
9. Be prepared to agree to try and persuade, and sometimes be prepared to agree to disagree.

Closing the Gap Prompts:

- **Reminder prompts** – the simplest form of prompt and refers back to the learning objective/success criteria

- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure

- **Example prompt** – this is the most detailed support and gives children examples from which to choose

E.g. LO: to use adjectives to describe

- **Reminder prompt**:
  You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?

- **Scaffold prompt:**
  What kind of monster was he? Change 'bad' for a word which makes him sound scarier.
  He was a .... monster. With teeth like..............
  You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.
  3 bags of sweets at 25p each. Instead of 25+25+25= You could do 25x ? =

- **Example prompt**:
  Instead of the word 'bad' you could use:
  Terrifying
  Ferocious
  Spine-chilling

  6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - 6x10=
  or 10x6=

Marking Codes

//	Start a new paragraph
~~	It doesn't make sense or needs improving.
_____	Spelling mistake.
(,) (?)	Missing or incorrect punctuation
He went ∧ **shop.**	Missing words or it needs detail and description
D	Has been discussed with a teacher.
(T)	Evidence of target being achieved.

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Please indicate whether your work was:

A – aided (you had help)

I – independent (you completed it on your own)

G – a group task

U - unfinished

P - Partner

Key Stage 2

OA – objective achieved

WT – working towards the objective

Key Stage 1
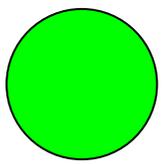
🟢 - objective achieved
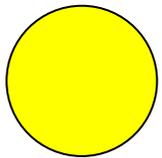
🟡 - working towards the objective
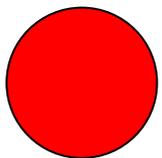
🔴 - objective not achieved

Marking Codes KS1

I Independent work A Aided work G Group work D Discussed with an adult	
Finger space	Full stops
CL Capital letters	WOW Good vocabulary
Connectives	Write on the line
Read your work back	**Sp** Write the word 3 times and add to your monkey dictionary
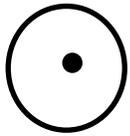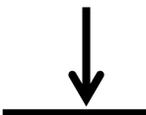
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! ? Punctuation	// New line or paragraph

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:
• **Respect** our partner's work because they have done their best and so their work should be valued
• **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
• **Tell** our partner the good things we see in their work.
• **Listen** to our partner's advice because we are trying to help each other do better in our work
• **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
• Try to make our suggestions **positive** and as **clear** as possible.
• Get our partner to **talk** about what they tried to achieve in their work.
• **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

Self & Peer Evaluation Prompts
These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

- I liked ……
- I learned…
- I think I will…
- I never knew…
- I discovered…
- I was surprised…
- I still wonder…
- I have learnt….
- Next time I could.....
- I now know.....
- I found....... difficult because......
- I solved....... by......
- The best example of …… is …….
- I like the way you......
- .... Is effective because........
- You could make your work better by …………
- Have you thought about......?
- If we look at the success criteria we can see.......
- Next time you could......