

Mountfields Lodge Primary School



Marking and Feedback Policy

Aim High, Reach for the Sky

Principles that Guide Our Approach to Marking and Feedback

“Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative.” (Hattie, 2007)

Marking and feedback over time should:

- Provide effective feedback to pupils on their learning performance.
- Give recognition and appropriate praise for achievement. Sometimes this alone is appropriate.
- Clearly identify strategies and ‘next steps’ for improvement.
- Ideally be done promptly, during the task, or soon after the child has completed it.
- Inform future planning.
- Actively involve pupils in their own learning, by allowing specific time for children to read, reflect and respond to feedback where appropriate.
- Relate to learning objectives that have been shared with pupils.
- Promote the motivation of the pupils and their desire to improve.
- Enable pupils to evaluate their own learning and recognise their achievement.
- Involve face-to-face feedback as appropriate.
- Be manageable for staff and accessible to children.
- Use consistent codes, which are relevant to age and stage of development, to ensure continuity for children.
- Ultimately be seen by children as a positive approach to improving their learning.

Teaching Strategies Prior to Marking

The long term goals i.e. for a series of lessons/ half term’s work etc. will be explained to the pupils. The learning objective of the lesson will be shared with the pupils at some point during the lesson, usually at the beginning with children using a short learning objective as the title of their work. The main focus for feedback should relate to the learning objective. However there will be times when other aspects of work will be the focus of marking e.g. a child’s target or in an extended piece of writing. Success criteria for a lesson are shared with the children.

The learning objective may be displayed, as and when appropriate, for pupil reference throughout the lesson. It is good practice to actively refer children back to the learning objective. General expectations both in the subject area and for handwriting, presentation and punctuation will be regularly communicated to the children. This may be verbally, or in the form of a poster or prompt list.

Procedures for feedback and marking

The type of feedback strategy to be used will be dependent upon the purpose of the feedback, nature of the task and age/development of the children. Staff are not expected to quality mark every piece of written work, as sometimes acknowledgement marking, self-evaluation or oral feedback is appropriate. Over time there should be a balance of different strategies used.

The following are some of the strategies for marking and feedback which we use:

Oral Feedback

It is important for all children to have oral feedback from an adult working with them from time to time. Oral feedback between teacher or teaching assistant and pupil, or pupil and pupil, about the work are desirable, promoting the pupils' self-esteem and confidence. This dialogue should focus upon successes, areas for development and to set targets for future learning.

These verbal discussions may replace the need for further marking or may be in addition to it. Where verbal discussions have taken place a **T** shows that an adult has talked to the child about their work. If the work is annotated in this way no further marking is necessary. Other features of the work should be spoken of as reminders of general expectations. E.g. handwriting, dates, titles, underlining etc.

Summative Assessment Marking (E.g. tests, closed tasks, preparation for SATS)

This is associated with closed tasks or exercises where the answer is either right or wrong. Sometimes the children, as a class or in groups, may also mark this. Work may be marked against specific criteria. This could involve the child's work being assessed using the Banding criteria.

Acknowledgement Marking

Not all pieces of work should be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. In KS1 and KS2, acknowledgement should always relate to the learning objective and is through using two ticks (✓✓) to indicate that the child has succeeded in the learning objective.

Marking and feedback by members of the teaching team other than teachers.

Where an adult other than the class teacher has been involved in the child's learning, the work is initialled to show that the work has been acknowledged. This is the minimum expectation for supply teachers LSA's and HLTAs, though more in depth marking would be welcomed.

Quality Marking (Formative Marking)

This is the marking that has the greatest impact on helping a child to know what they have done well and what they need to do to improve. Marking should focus on the learning objective of the task, yet may cover other aspects of a child's work. The emphasis should be on both successes and the improvement needs of the child. When quality-marking staff should mark in the following ways:

English –

It is good practice to address the child by name.

Aspects of a child's work that are most effective (whether this be punctuation, vocabulary, sentence or text structure) should be identified and highlighted using a **pink highlighter (Tickled Pink)**.

Aspects of the child's work that need improvement should be identified and highlighted using a **green highlighter (Green for Growth)**. These indicate to a child where they

should look back at their work and improve it. These green areas should be communicated to children as areas to edit, but also areas to improve in the future. A specific next steps comment will be indicated with a next steps symbol in green when it is deemed appropriate.

Punctuation in any subject will be marked using the hierarchy outlined in appendix 2. The age and development of the child will determine which stage of the hierarchy to use. The emphasis is on the child going back and improving their work, not on the teacher marking every mistake, as this could be demoralising for the child. Marking should focus on the aspect that will best ensure the child makes progress in their writing.

Spellings – No more than three words should be identified as mis-spelt. The focus of these should be HFW, MFW, key spelling patterns taught and KS2 words that they have already been taught. Words that are identified to the children should be plausible attempts at the word to allow the children to spell the word correctly. See appendix 2 for a hierarchy of spelling marking.

Maths - Formative marking would highlight one successful aspect of the work in pink and an area to check or a 'next step' in green. There should be a positive comment, with the next step being in the form of a further questions or guidance to extend thinking or correct misconceptions.

EOW

All work will be acknowledged and personal feedback will be made at appropriate points in the term...

In all subject areas, staff will mark in green and children will respond in red.

Self and Peer Evaluation of Work

Pupils will be encouraged to be self-evaluative and to consider their progress towards the achievement of the learning objective and their curricular targets. From Year 1 upwards children are expected to self-evaluate their work e.g. thumbs up/down, recording traffic lights colours against their work.

There will be times when pupils from Year 1 onwards can identify their own successes and improvement points. Pupils may be asked to mark or proof read their own work, or that of others, following the above 'Formative Marking' guidance, and in some instances to work in a pair or group to do this. Children will be trained to do this by their teachers through demonstration in class. When children mark work in this way, they will use the agreed marking symbols in this policy, using either Polishing Pens in KS1, or red in KS2. Children will put a **Ch** to show the piece of work has been marked by another child. These will be displayed in each classroom.

Children's response to the marking comments

Children should be encouraged to ask for clarification if they do not understand a comment, and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

At least once a week, and ideally within the next lesson, children will be given time to read and respond to the marking of their work. Responses will be written in **red pen**. Children may respond to the feedback by talking to a partner.

Frequency of Formative Marking

The frequency of marking will depend on task and purpose. However, as a minimum, Formative Marking with next steps should take place once a week for writing and maths

See appendix 3 for further guidance on what Next Steps Marking looks like.

Marking and Feedback in the Early Years Foundation Stage and KS1

Where possible in EYFS and Year 1 marking should be undertaken at the point of working and written comments read to the pupils.

In the early years if school marking and feedback strategies include:

Verbal Praise i.e. praise, comparative and improvement suggestions.

Positive written comments/smiley faces/stars

Stickers and stamps

Written annotations, short and narrative observations (written). These may include next steps as appropriate.

Annotation of work and photographs by staff, children and parents in the child's Learning Journey.

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

Marking Signs and Symbols

Signs and symbols in use will be displayed within the classroom and will be appropriate to the age of the pupils.

School marking scheme can be found in appendix 1,

Monitoring and Evaluation

Samples of pupils work will be monitored regularly to ensure coherence to the schools marking code practices.

Policy Links

The Marking Policy needs to be read and followed in conjunction with the policies on Teaching and Learning, Assessment and guidance on Target Setting.