



MARKING & FEEDBACK POLICY

Fishwick Primary School

Review:

This policy was written in December 2014 and will be reviewed in December 2015

Aims

- Marking should give the child the information they need to improve their learning and make progress.
- Pupils should have the opportunity to read, respond and act on the marking.
- Marking should link to the clear, child friendly learning objective and its success criteria.
- Success criteria should be clear, concise, known to and understood by the child.

Principles

- Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults
- All adults working with children should give feedback on their learning regularly and promptly either verbally or in writing.
- It may be immediate or reflective (ie. working with the child or marked away from the child)
- Children should be given opportunities to respond to marking and feedback as soon as possible after it has been given (Read & Respond Time)
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should 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
- It should also take into account children's targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately ability matched activities etc)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B)
- Feedback and marking given will inform planning for learning and should highlight both successes and ways to improve.

Marking Strategies

Approaches:

- **Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms;
 - Annotated notes on plans
 - Observations in Learning Journals
 - Summary notes on children's work
 - Summary notes written by pupils
- **On the spot feedback** – this can take the form of verbal or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above)
- **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, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly
- Has the school handwriting policy been followed when writing comments

- **Self –assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (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 learning/work)
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix.....)

Prompts:

Closing The Gap Prompts:

- **Reminder prompt** – 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

Eg. 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.....

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ You could do $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - $6 \times 10 =$ or $10 \times 6 =$

In our school, the following strategies are used to give our children positive and effective marking and feedback.

Foundation Stage

Verbal feedback

Pictorial praise (smiley faces) / ticks / bland comments such as “good” – this is meaningless without a comment relating to the learning objective.

Simple written feedback

Key stage one

Verbal feedback + written comment

Pictorial praise + short comment

Simple written feedback – distance marking that is appropriate to the ability of the child

Detailed marking – appropriate to the age and ability of the child (this can include highlighted marking that has been explained to the children)

Key stage two

Verbal feedback + written comment

Distance marking that is appropriate to the ability of the child

Highlighted marking that has been explained to the class beforehand.

Self marking

Paired response marking

At Fishwick we do **not:**

- Tick with no explanation
- Leave work unmarked – marking is a fundamental part of teaching and learning. Failure to mark work effectively means a teacher is not meeting the standards required for a qualified teacher.
- Write a comment totally unconnected to the learning objective. (A comment on e.g. presentation may be included after / with the LO marking)
- Write a bland and meaningless phrases – “good”; “well done” without expansion

At Fishwick we **do:**

- Mark all work as soon as possible
- Use next steps to inform learning and guide the child on how to improve
- Give children time to read, discuss, reflect and act upon the marking
- Comment against the learning objective and explained success criteria
- Check back on previous comments to see if child has acted upon it and recognise this fact
- Expect supply colleagues to teach and mark to the same high standards
- Use marking to inform teacher assessment and next steps in learning.

Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult (see Appendix A re: codes and colours)

All work will be marked by ***the next lesson in that particular subject***

Next step comments will be given at least weekly in Literacy and Numeracy and half termly in all other subjects.

Feedback and marking needs to acknowledge progress towards the learning objective.

'Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.

Comments will be positive, including the areas for development.

Appendix A – Marking Codes

RAG – red (not achieved) amber (partially but not secure) green (achieved) highlighting

Absent: date and abs in book

Learning objective (LO): RAG rated

Next Steps: (simple line drawing) These may be:

During the lesson

In the margin, when teaching input has identified a development area. RAG when a child has acted upon them.

Written advice need only be a word or two to reflect the conversation that has taken place e.g. full stops or adjectives needed.

Distance Marking

It is best practice to provide an example or a question to answer that offers an opportunity to practice the teaching point e.g. Can you use speech marks correctly in this sentence? Then give an example.

Positive Feedback and Evidence:

Highlight examples of L.O. / Success Criteria being met in green where appropriate

Marking Ladders

These should be used in Y2 upwards for teacher / peer / self marking.
Examples are stored on the Staff Shared in Marking

Key for Marking

Support

T : worked with a teacher

TA: worked with a teaching assistant

I: worked independently

P: worked with a partner

Marking Codes – KS 1

S – Supply

VF –Verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial with a brief comment.

Teachers' written feedback is given in green pen.

TAs' written feedback is given in black pen.

Children's improvements completed in R&R (Read & Respond Time) written in purple pen.

Stamps, stickers and smiley faces to be used to encourage, acknowledge good work and learning objectives achieved.

Marking Codes – KS 2

VF – Verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial with a brief comment.

Teachers' written feedback is given in green pen.

TAs' written feedback is given in black pen.

Children's improvements completed in R&R (Read & Respond Time) written in purple pen.

Teacher marks successes with ✓

Sp Spelling mistake – sp over the word, correction in the margin

P punctuation

G grammar

/ new line

// new paragraph

 word sentence doesn't make sense or needs improvement

T1 / T2 in margin = evidence towards a writing target

Anyone marking work other than the class teacher must initial the work they have marked.

No piece of work must be marked with “good”, sticker or stamp as the only evidence of marking.

Appendix B :

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.....

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase

- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

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.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)