Glazebury C E Primary School

Policy Header

Policy Title	Feedback & Marking Policy
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This policy complies with WBC guidance	Yes
Linked Policies	Handwriting, Assessment Policy
Written By	School
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'Growing Together at the Heart of God's Community'

Feedback & Marking Policy

Marking Policy

Formative Assessment

Aims

"Assessment for learning" is different from "Assessment of learning".

At Glazebury CE Primary, we believe that learning through assessment is enhanced by the provision of effective feedback, this allow pupils to develop self assessment and therefore understand how to improve. We regard the provision of feedback to pupils regarding their work to be of paramount importance in this process. Marking and related discussions should provide constructive feed back to every child, this will focus on the success and improvement needs against learning intentions. This will enable pupils to close the gap between current and desired performance.

Feedback – Why?

This may be oral or written and is designed to:

- Recognise pupil achievement and demonstrate the value of the pupils work and thereby motivate them.
- To provide clear feedback regarding pupil strengths and weaknesses in their work related to the learning objective.
- To encourage pupils to strive to improve.
- Provide recognition, encouragement and rewards for pupil efforts and progress.
- To inform the teacher of the pupil's progress and needs for future planning.
- Aid parents to understand strengths and weaknesses in their children's work

Principles of marking and feedback

Marking and feedback should:

- Relate to learning intentions that have been shared with the pupil.
- Involve all adults working with the pupils in the classroom.
- Give all pupils opportunity to become aware of and reflect on their learning needs.
- Give pupils clear strategies for improvement.
- Allow specific time for pupils to read and respond to marking
- Take and ipsative approach (ipsative means measured against itself, therefore where attainment is based upon the pupils previous attainment) within the context of marking towards the learning intention.
- Inform future planning and individual target setting.
- Use a consistent code **throughout** the school.
- Be seen by pupils to be positive and encourage pupil development of self-marking wherever possible.

Strategies for feedback/marking

Formative – With oral feedback, in the course of the lesson, teachers comments to pupils should firstly focus on the learning intentions and then (discretely) on other features.

Quality marking

NOT ALL pieces of work can be "quality marked" . Teachers will need to decide whether work will simply be acknowledged (as per marking code) or given detailed attention.

(expectation: second to last piece in unit of work, assessment pieces, where appropriate during Star Write)

In addition to this every child should be assessed per unit of work with the method of learning identified by the code below:

Marking Code

GW- Guided Write

SW- Shared Write

I – Independent

TP- Talk partners

C/M-Class marked

SP- Spelling correction

S- Pupil support – Adult assisting should initial work

VF- Verbal feedback given

The marking checklist should be clearly displayed in all classrooms and available to pupils.

(Marking checklist attached to policy)

Feedback should **focus on the learning intention (L.O.)** of the task. The emphasis on marking should be both on the success against the learning intention (L.O.) **AND** improvement needs against this learning intention.

Comments should focus on "**closing the gap**" between what a pupil has achieved and what they could achieve.

With narrative writing the codes can save time and make feedback more accessible to the child and should be presented by highlighting:

- A pink area of text highlighted with brief comment to show success. To (try to identify 2 areas where possible)

(Tickled pink = <mark>success</mark>)

- One green area highlighted to show area for focused improvement and a prompt how to improve.

(Green to grow ! = <mark>improvement</mark>)

It is important that comments extend the potential to learn, this links to our Growth mindset philosophy. (See secretarial features)

Closing gap comments:

An **reminder** prompt – **e.g. Can you say why you thought this?**

What else could you say here?

An **Scaffold** prompt – **e.g. What was the dog's tail doing?**

The dog was angry so he ………. Describe the expression on the dog's face?

The…………………..dog growled. What adjective could we use here?

An **example** prompt - **e.g. choose one of these or one of your own**

Instead of walked   The dog…….. prowled/plodded .   =

Secretarial features

Spelling, punctuation grammar etc are very important BUT should not be asked for in every piece of narrative writing because pupils cannot effectively focus on too many objectives in one space of time.

With regards to **spelling** in particular focus on **High Frequency** words spelt incorrectly, by using the marking code to indicate misspelt word (SP) with improvement.

e.g.   because

                  (SP) becos   (at bottom of work SP because (X8))

This also allows pupil and teacher to recognise spelling choices and patterns that need future and further attention.

Self and Peer Assessment

In order to promote pupil ownership of work and develop independent learning assessment of own work and that of others is required.

Self Assessment -pupils should self evaluate where possible, this could take the form of indicating ☺or☺or☹ against the learning objective during the plenary of the lesson.

☺ = I feel I have achieved the learning objective

☺ = I feel that I am nearly there but need more practice

☹ = I feel that I am not sure and need more help

Using the pink and green highlighting system pupils can identify their own successes and look for the improvement points.

After completion of appropriate units of work, expectations are that a simple objective grid for pupils to indicate self assessment and teachers comments to be used.

Example of self assessment grid:

(can be adapted for peer marking and Teacher comment)

Features of a sentence	☺	☹
• **Starts with a capital letter**		
• **Ends with a full stop.**		
• **Makes sense**		
Even better if:		

Shared marking- a shared practice between teacher and class. Using a piece of "made up work" or work from the class the previous year the teacher models the marking process and teaches particular points relating to the work at the same time. Another strategy to encourage shared marking would be to show two pieces of levelled work with the same title and discuss their differences alluding to the learning objective.

Peer marking,(paired marking) –a practice between talk partners in pairs. Peer marking should take place under the following conditions:

- Generally introduced in Key Stage 2 (unless Key Stage 1 teachers feel pupils ready)
- Pupils need training to do this, through modelling with the whole class, observation of paired marking in action.
  Pupils should point out what they like first, then proceed to highlight (pink).
  Pupils should then point out an area for improving and then highlight (green).

  The area for improvement should be related to the learning objective.

  There should be a 2:1 or 3:1 success ratio followed to ovoid over criticism.

  Dialogue between partners to be encouraged (I like this bit because…)

- Ground rules established as a class (listening, confidentiality, etc) Rules should be displayed in class.
- Initially whilst training in this method of marking, careful consideration should take place regarding pairing, once established talk partners could be used to arrange this to ensure variety of peer marking. There is also a place for ability based partners to become part of this process.

Implications for teaching

- All pupils **need time** to respond to marking and make improvements to work, this will ultimately require at least **5 mins at the beginning of a lesson** to respond effectively. This will of course have a planning implication, so ALLOW the time for this to occur.
- Be aware some pupils may not be effective readers and may need improvement reading to them to allow response. (TA or YOU to read)

- **By the end of Year 2,** most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEND may need support to achieve this. Likewise tasks must be effective in improving work, yet brief in execution.

- **For pupils in KS1 and where developmentally appropriate as designated by SEND Support Plans,** communication of the feedback will be

augmented by adults, until developmentally pupils are able to access this independently.

- Oral feed back is always the most effective feedback and may need recording for evaluation purposes.

Mathematics

Crosses will not be used to indicate errors. Incorrect answers should be marked with a dot and the error circled or highlighted if using to demonstrate correction. Where there has been a misunderstanding an explanation should be given. An indication should be given to show if the learning objective has been achieved. (PINK)

In line with the general assessment for learning policy, pupils should be encouraged to self assess and this could be in the form of indicating ☺or☺or☹ against the learning objective during the plenary of the lesson.

☺ = **I feel I have achieved the learning objective**

☺ = **I feel that I am nearly there but need more practice**

☹ = **I feel that I am not sure and need more help**

Pupils attention should also be drawn to :

- Short date – top left hand corner
- L.O. underlined and positioned underneath the date (TOP LEFT)
- Numbers legible and correctly orientated (implications for externally marked papers)
- Any reversal of digits
- The use of one digit per square
- The use of pencil and ruler for diagrams.

N.B.

* Target sheet at the front of book (relevant to child's mathematical ability)

* When targeted Learning objective has been achieved this must be indicated when marked with (sticker/smiley face and Target Achieved) this is to be cross referenced with target sheet at front of child's book (dated)

*When targets are not achieved indicate with a dot to show it has been covered.

* NO folded worksheets in books.

Completed books

Completed books will retained by the class teacher. At the end of the year they may go home IF Headteacher has authorised them to go home.

Religious Education books and Star write books are ALWAYS retained by the school.

Summative Assessment

Assessment maps showing when summative assessments will take place in all year groups will be attached as an appendix to this policy.

Please note: These are given out each September for the coming year and on the I drive if needed.

Role of other adults supporting

- **Support staff** may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines within this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.
- **Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the welcome pack) on arrival in the school.
- **Students in school** are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use their professional judgment in discussion with the Headteacher or Assistant Headteacher to ascertain whether the marking of all pupils' work is monitored or a sample.

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.
- The SENDCo also has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Support Plans and agreements as appropriate.
- It is the responsibility of the Headteacher and Assistant Head Teacher liaise with all staff and to feed back to the Headteacher/Governors on the

implementation of the policy, its consistency across the school and the impact it has upon progress.

- 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.

Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher/SLT will also monitor the impact of developmental marking through work scrutiny in both maths and English as part of whole school self-evaluation, to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work/book Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work/book scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEND provision and impact of the Pupil Premium Grant.

Policy Review

This policy will be reviewed in line with the school's cycle of policy reviews by staff and governors.

Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
If the answer was ….. What could the question be?	
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: …. e.g. ▫2 + ▫6 = 6▫
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Tell me 1/2/3 reasons why I should give you a team point for this work. Tell me … that have …? Tell me two sentences that have adverbials.	Tell me 1/2/3 reasons why I should give you a team point for this work. Tell me … that have …? Tell me two numbers that have a difference of 12.
What … would you use to…? e.g. What word would you use show me what the character is feeling?	What … would you use to…? e.g. What unit would you use to measure the width of the table? What are the … of … ? What are the factors of 42?
Please write another … connective/sentence that shows me how the caterpillar moved.	What is another … method that might have worked?
Show me how you think this sentence would work with …adverbials/connectives/ adjectives.	Show me how you think this will work with …other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with … adverbials, connectives, punctuation?	Show me how you could do it with … simpler numbers … fewer numbers … using a number line?
What would happen if…?	What would happen if…? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean…?

What if you could only use...?	What if you could only use ...?
e.g. Short sentences, complex sentences, The adjectives for sight and sound?	e.g. Multiples of 5, 3 digit numbers, numbers less than 0?

What if you could not use...?

What if you could only use...?

Short sentences, simple sentences, the adjectives for sight?

What if you could not use...?

Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

Appendix 2:

Improvement Prompts   Style of Prompts

Range of Prompts	Learning intention	Extract from child's writing	Reminder prompt	Scaffold prompt	Example prompt
Why....? (justifying a statement)	To write a letter. Giving reasons for things you say.	"It was dismal."	**Say why you thought this.**	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: **It was dismal because I was bored all the time. **I found it dismal having only my granddad to talk to.
How did you/s/he feel?	To retell a story. Showing people's feelings.	"Nobody believed him."	**Say how you think this made him feel?**	How do you think Darryl felt about not being believed? Do you think he regretted his actions?	How do you think he felt? **Angry that people did not trust him. **Annoyed with himself for lying in the past.
Add something	To use effective adjectives and adverbs in	"Jason was trying to distract him, but the dragon was too	**You need to add more adverbs and adjectives here to**	Can you add some adverbs to describe how they fought?	Improve the fight by using one of these or adding your own: **The dragon's tail lashed viciously cutting

	an account	*strong.*	**create more interest?**	Jason tried ....to distract him, but the dragon ....ly used his strength to overcome him.	Jason's chest. **Jason bravely lunged at the dragon thrusting his sword fiercely into its side.
Change something	To use effective adjectives in a description	*"He was a bad monster."*	**Can you think of a better word than bad?**	What kind of monster was he? Change "bad" to a word that makes him sound more scary.	Try one of these instead of "bad": • ferocious • terrifying • evil
Tell us more	To introduce a character in a story opening	*"James went to school."*	**Could you describe James so we know more about him?**	What type of boy is James? Good, bad, shy, excitable, loud, naughty? Try to help us know more about him.	Try to describe James character using one of these; **James was a kind, likeable boy with a great sense of humour. **James was often noisy but would be quiet when working.
What happens next?	To write a middle and end from a given start	*"At last the merman saw the mermaid."*	**How is your story going to end?**	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own: **"I love you " said the merman and they swam quietly away. **The merman slowly smiled and they dived into the sea.

Teacher Marking Checklist

To improve writing

Symbol	Meaning
GW	Guided Write
SW	Shared write
I	Independent
TP	Talk Partners
C/M	Class Marked
sp	spelling
S	Support given to pupil (adult to initial work)
VF	Verbal feedback given
😐	Next to any objective where the child is considered to be "nearly there".
✓✓	You have used an impressive word
^	You need to insert a word or phrase
	This is great Objective achieved. (Tickled pink!)
	This needs to be improved. (green for growth)
☝	You need finger spaces.
Self /peer marking against objective **Where applicable**	☺ = I feel I have achieved the learning objective 😐 = I feel that I am nearly there but need more practice ☹ = I feel that I am not sure and need more help

Class Marking Checklist

To improve writing

Symbol	Meaning
C/M	Class Marked
sp	spelling
✓✓	You have used an impressive word
^	You need to insert a word or phrase
	This is great Objective achieved. (Tickled pink!)
	This needs to be improved. (green for growth)
☝	You need finger spaces.
	☺ = I feel I have achieved the learning objective ☺ = I feel that I am nearly there but need more practice ☹ = I feel that I am not sure and need more help

Non-negotiable Procedures for Marking.

- **All** marking is to be carried out in <mark>Green</mark> 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 above)

- The marking code should be accessible to all pupils in the learning environment.

- **All** pupils' work, including homework is to be at least 'light' marked by Teacher or Support Staff. – Homework as agreed ticked at bottom, Pink at L.O. Sticker to acknowledge.

- To manage marking stick-it notes **may** be used to identify where response is required. This is primarily in writing longer pieces to enable the pupil to transfer a comment forwards to the next piece of work.

- Pupil's responses should be made in the same pen/pencil as written **unless not child initiated and is part of the editing process.** Pens for the editing process should be purple.

- Teacher's should tick the children's response (in the green highlight) to acknowledge read.

EYFS
- As appropriate in the Foundation Stage, the developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate. Codes such as **VF** and the initials of staff would be the expected form within any written recording/mark making.