



"Growing together at the heart of God's community"



## Policy Header

<b>Policy Title</b>	<b>Feed Back &amp; Marking Policy</b>
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'Growing together at the heart of God's Community'

# Feedback & Marking Policy

The **HEART** of our Curriculum:

**H** - Helping children prepare for life, growing with God.

**E** - Embracing Christian Values.

**A** - Achievement for all.

**R** - Reading at the **heart** of our school

**T** - Teaching a knowledge rich curriculum.

## Feedback and Marking Policy & Guidance

### School values central to life in our community

At Glazebury CE Primary our core values of **Love and Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace,

creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

**Love never fails, 1 Corinthians 8:13**

**For the Lord gives wisdom : from his mouth comes knowledge and understanding.  
Proverbs 2:6**

### **Intent:**

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

### **Formative Assessment:**

**“Assessment for learning” is different from “Assessment of learning”.**

### **Feedback – Why?**

This may be oral or written and is designed to:

- Recognise pupil achievement and demonstrate the value of the children’s work and thereby motivate them.
- provide clear feedback regarding children’s strengths and weaknesses in their work related to the learning objective.
- encourage children to strive to improve.
- Provide recognition, encouragement and rewards for children’s efforts and progress.
- inform the teacher of the children’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 children.
- Involve all adults working with the children in the classroom.
- Give all children opportunity to become aware of and reflect on their learning needs.
- Give children clear strategies for improvement.
- Allow specific time for children to read and respond to marking.
- Take an ipsative approach (ipsative means measured against itself, therefore where attainment is based upon the children’s 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 children to be positive and encourage children's development of self-marking wherever possible.

### **Strategies for feedback/marking**

**Formative** – With oral feedback, in the course of the lesson, teachers comments to children should firstly focus on the learning intentions/objective 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.

**English:** Marked daily -Quality Marked expectation: **second to last piece in unit of work** for children to relate to any improvements needed in final draft, **assessment pieces**, where appropriate during any Independent Write.

**Math:** addressed via daily Lo and challenge

**Foundation subjects:** All Lo's and every other piece of work.

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- Child support – Adult assisting should initial work**

**VF- Verbal feedback given**

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

*(Marking checklist attached to policy)*

Feedback should **focus on the learning intention/objective (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 i.e. the next steps in learning.

Comments should focus on “**closing the gap**” between what a child 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. Try to identify 2 areas where possible.

(Tickled pink = **success**)

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

(Green to grow ! = **improvement**)

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

### Example of marking:

**L.O. To use Capital letters and fullstops**

The dog barked loudly at the man. The startled man stopped in his tracks although he heard the dog he couldn't see it.

**Here the LO has been achieved and success noted with the pink highlighter.**

**L.O. To use Capital letters and fullstops**

the dog barked loudly at the man. The startled man stopped in his tracks although he heard the dog he couldn't see it.

**Here the LO has not been achieved and the area of improvement noted and would then have a "closing the gap" comment such as.**

*Please add Capital letter here.*

### Closing gap comments:

These are progressive strategies that will enable children to improve and address learning points in a supportive manner:

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

**What else could you say here?**

A **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?** or

**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 children 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 the child and teacher to recognise spelling choices and patterns that need future and further attention.

### Self and Peer Assessment

This is to promote children's ownership of work, develop independent learning and children's assessment of own work and that of others is required.

**Self-Assessment- how do we show this?** -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).
- Children need training to do this, through modelling with the whole class, observation of paired marking in action.

**Children should point out what they like first, then proceed to highlight (pink).**


**Children 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 avoid 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.
- **English and foundation subjects:**
- **Feedback and Marking Grid : How we celebrate success ☺ and growth.**

Tickled pink = success	Green to grow ! = improvement	☹ = nearly there (L.O.)
GW = Guided write	SW = Shared write	CM=Class marked
VF = Verbal feedback	S = Support ( Initial)	I = Independent
 = finger spaces	Sp = spelling	TP = talk partners (Paired work)

### Implications for teaching

- All children **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 children 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 children should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their

learning. Children with SEND may need support to achieve this. Likewise, tasks must be effective in improving work, yet brief in execution.

- **For children in KS1 and where developmentally appropriate as designated by SEND Support Plans**, communication of the feedback will be augmented by adults, until developmentally children are able to access this independently.
- Oral feedback is **always** the most effective feedback and may need recording for evaluation purposes. (VF)



### 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 or method. Where there has been a misunderstanding an explanation should be given. Use Green highlighter to dot this area.

An indication should be given to show if the learning objective has been achieved-pink.

In line with the general assessment for learning policy, children 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

Children's 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- age related.

\* 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.

A Maths marking code will also be evident in books with particular focus on:



### **Push it, Review it and Revisit it.**

**Push it:** opportunities for greater depth in knowledge

**Review it :** opportunity to address fluency errors

**Revisit it:** opportunity to look at misconceptions with adult support

\* **NO folded worksheets in ANY books, effective presentation and handwriting.**

Feedback and Marking Grid : How we celebrate success 😊 and growth.

Tickled pink = <b>success</b>	Green to grow ! = <b>improvement</b>	😊 = nearly there (L.O.)
<b>Review it</b> = fluency error. To be reviewed independently,	<b>Revisit it</b> = Misconception. To be reviewed with a TA/teacher	<b>Push it</b> =Opportunity for greater depth.
VF = Verbal feedback	S = Support ( Initial)	I = Independent
TP = talk partners (Paired work)	Sp = spelling	CM=Class marked

### **Completed books**

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

**Religious Education books** and **Independent 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 staff drive if needed.

### **Non-negotiable Procedures for Marking.**

- **All** marking is to be carried out in **Green** 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.

#### 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. "Supply" to be indicated on work
- **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 Head Teacher or Deputy Head 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 children 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 Head Teacher and the Deputy Head Teacher to liaise with all staff and to feed back to the 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 Head Teacher 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 (book looks) led by the Head Teacher, SLT and Subject leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on children's outcomes.

The Head Teacher/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 the Early Years Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with children interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work scrutiny (Book looks) 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.

## Appendix 1:

### Improvement Prompts




### Style of Prompts

Range of Prompts	Learning intention	Extract from child's writing	Reminder prompt	Scaffold prompt	Example prompt
<i>Why....?</i> <i>(justifying a statement)</i>	To write a letter.  Giving reasons for things you say.	<i>"It was dismal."</i>	<b>Say why you thought this.</b>	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.
<i>How did you/s/he feel?</i>	To retell a story.  Showing people's feelings.	<i>"Nobody believed him."</i>	<b>Say how you think this made him feel?</b>	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.
<i>Add something</i>	To use effective adjectives and adverbs in an account	<i>"Jason was trying to distract him, but the dragon was too strong."</i>	<b>You need to add more adverbs and adjectives here to create more interest?</b>	Can you add some adverbs to describe how they fought?  Jason tried .....to distract him, but	Improve the fight by using one of these or adding your own:  **The dragon's tail lashed viciously cutting Jason's chest.

				the dragon .....ly used his strength to overcome him.	**Jason bravely lunged at the dragon thrusting his sword fiercely into its side.
<i>Change something</i>	To use effective adjectives in a description	"He was a bad monster."	<b>Can you think of a better word than bad?</b>	What kind of monster was he? Change "bad" to a word that makes him sound more scary.	Try one of these instead of "bad": <ul style="list-style-type: none"> <li>• ferocious</li> <li>• terrifying</li> <li>• evil</li> </ul>
<i>Tell us more</i>	To introduce a character in a story opening	"James went to school."	<b>Could you describe James so we know more about him?</b>	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; <p>**James was a kind, likeable boy with a great sense of humour.</p> <p>**James was often noisy but would be quiet when working.</p>
<i>What happens next?</i>	To write a middle and end from a given start	"At last the merman saw the mermaid."	<b>How is your story going to end?</b>	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own: <p>** "I love you" said the merman and they swam quietly away.</p> <p>**The merman slowly smiled and they dived into the sea.</p>

### Teacher Marking Checklist


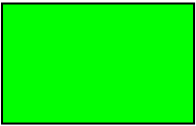
To improve writing

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 <b>impressive</b> word
^	You need to <b>insert</b> a word or phrase
	This is <b>great</b> Objective achieved. (Tickled <b>pink!</b> )
	This needs to be <b>improved</b> . (green for <b>growth</b> )
	You need <b>finger spaces</b> .

Self /peer marking against objective	😊 = I feel I have achieved the learning objective
Where applicable	😐 = 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 <b>impressive</b> word
^	You need to <b>insert</b> a word or phrase
	This is <b>great</b> Objective achieved. (Tickled <b>pink!</b> )
	This needs to be <b>improved</b> . (green for <b>growth</b> )

	<b>You need <i>finger spaces</i>.</b>
	<p>😊 = I feel I have achieved the learning objective.</p> <p>☺ = I feel that I am nearly there but need more practice.</p> <p>☹ = I feel that I am not sure and need more help.</p>


**Math:**

Feedback and Marking Grid : How we celebrate success 😊 and growth.

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**English and foundation subjects:**

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