

Elmsett C. of E. V.C.P. School



Marking and Feedback Policy

**Adopted by the Governing Body at the full
committee meeting held on**

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Signed:

Terry Smyth, Chair of Governors



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Marking and Feedback Policy

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1. Purpose

The purpose of this policy is to set out clearly how staff members at Elmsett School should respond to children's work through marking and verbal feedback. It is expected that all staff members should be familiar with this policy and it should be applied consistently to all children.

2. Aims

At Elmsett School we believe marking should provide clear, constructive feedback to every child, focusing on success and improvement needs against learning objectives and success criteria. We aim to enable children to become reflective learners and help them to close the gap between current and desired performance. It is important that children and parents are clear about the quality of learning and the steps needed to make progress. We aim to:

- Celebrate success and achievement in order to raise confidence and self-esteem and encourage independence;
- Show children that their work is valued;
- Use marking alongside other forms of assessment to inform future planning;
- Give a clear purpose to children's work and the feedback they receive;
- Create opportunities for self-assessment and teach children the skills to evaluate their own performance;
- Use errors in a positive way to guide children towards the next steps in their learning;
- Use a common set of symbols to aid transitions between classes;
- Focus feedback on clear learning objectives and success criteria;
- Agree clear, achievable targets with children and use marking and feedback to inform children of their progress towards meeting these targets.

3. Guidelines and Expectations

Children will receive appropriate praise and rewards for producing good work, i.e. achieving learning objectives and success criteria or meeting agreed targets.

Most recorded work (all work in English and mathematics) should have a clear learning objective shown at the start.

Learning objectives and success criteria are expressed as follows; in Key Stage 1 and 2, learning objectives are expressed as 'L.O' and success criteria as 'S.C'; bullet points may also be used. This ensures consistency in each Key Stage, and continuity throughout the school.

Children's work should be marked as soon as possible after completion in order to inform lesson planning and to give children the opportunity to respond to feedback. Regular marking of mathematics work is required to help plan subsequent lessons. There are various ways to make this task more manageable, such as peer marking, use of adult support, focused marking within the lesson and children's self evaluation. In English, more in-depth, focused marking is required at regular intervals in addition to focused marking of work produced in 'Big Writing' sessions.

The expectation is that children will respond to marking and feedback. The timetable allows children the chance to read comments and show that they have understood or addressed the next steps identified in the marking; time is allocated for this during the morning sessions. There should be evidence in children's work that they have attempted to demonstrate new learning following the marking and feedback. For example, a child may demonstrate the use of a mathematical method they had previously misunderstood.

All adults working in school are expected to be aware of this policy and to apply it when appropriate. Children do not just receive feedback from teachers. There are times when feedback from a teaching assistant or other adult is very valuable for a child's learning and progress. To assist with future planning, teaching assistants may annotate copies of lesson plans or complete feedback sheets. If a teaching assistant has helped a child, this can be indicated by writing TA alongside the child's work. Also, the symbol FG is used to indicate that the child participated in a focused group activity (see appendix). Teaching assistants may contribute to written marking and feedback during a lesson.

Agreed 'codes' for written marking are expected to be shared with children through sheets in books or classroom displays (see appendix).

Children are expected to evaluate their own work and reflect on their performance when appropriate. Regular opportunities to do this will help to build up independence and the skills of self-assessment. Children will also have opportunities to engage in peer review activities.

All children's work should be valued and acknowledged even if it is not selected for more in depth, focused marking. In mathematics, ticks for correct answers and dots for incorrect ones will indicate that the work has been seen. In English, a tick and other appropriate 'codes' will show that work has been acknowledged. Work that has been peer or self assessed must still be acknowledged in order to check that it has been assessed appropriately.

Often the most beneficial feedback children receive is verbal feedback during the lesson or very soon afterwards. It is expected the code 'VF' is used to indicate that work has been discussed with an adult.

When planning lessons, teachers should consider what they will focus on when marking and assessing children's work. Comments should then be linked to clear learning objectives and success criteria, noting what the next steps are in learning. This is particularly important when work is selected for more in depth, focused marking.

Teachers are expected to use two colours when marking. Green is used for positive work and when learning objectives or success criteria have been met. Pink is used to highlight areas for improvement and to identify the next steps in children's learning. Comments do not have to be long and detailed but they should be specific and relate clearly to next steps in learning. This marking is for the children to see and it is important they understand what the colours mean and why the colours have been used.

For the purpose of quick assessments to inform future planning, teachers will sometimes 'traffic light' the learning objective, using green to indicate the objective has been met and pink to show that the objective has not been met.

Comments should be easy to read in language appropriate for the age of the children. Also, comments should be worded positively whenever possible and must be spelled correctly. Comments to children may also be questions.

Marking and feedback should work alongside and inform target setting in reading, writing and mathematics.

Children's work should be dated in order to show progress over time.

4. Verbal feedback

Children benefit from verbal feedback whenever possible. Discussions with a child can help to clarify and address their misunderstandings or misconceptions. Also, oral feedback is particularly useful for extending a child's learning and challenging their thinking. The work will still be acknowledged through marking and a VF symbol will indicate that the child received verbal feedback. This is important for children of all ages. However, it is essential in the early years or Key Stage 1 as the child may be unable to read and understand a written comment. It may also be particularly effective for children with certain special educational needs. In this case verbal feedback is automatic and not necessarily recorded as VF.

5. Written Marking and Feedback

Summative Marking and Feedback

This usually consists of ticks / dots and is associated with closed tasks or exercises e.g. tests, where the answer is either right or wrong. With appropriate guidance, children may mark in this way as a whole class or in a group.

Formative Marking and Feedback

Written marking should be accessible to children and manageable for teachers. Where work has been distance marked (i.e. not marked with the child), time should be given for children to read and make focused improvement based on the improvement suggestion(s). Marking should include common marking symbols (see Appendix A and B) and comments should reflect the learning objectives. Adults will use next step marking to indicate when a child has met success criteria and to identify a target.

6. Focused Marking

Focused marking usually happens away from the child. Not all pieces of work can be marked in depth. Teachers need to decide whether work will simply be acknowledged or given detailed attention. This policy sets out the expectations for how frequently work should be marked in this depth. The agreed colours (green for positive work and pink for areas for improvement) should be used to give children clear visual praise and next steps for improvement.

Wherever the task is open or narrative, feedback should be on the learning objective of the task. The emphasis in marking should be on both success against the learning objective and the next steps for improvement.

Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved.

With English narrative writing, highlight up to three things (one or two with younger children) which relate to the learning objective and use the common marking symbols to indicate where improvement against the learning objective could take place, including a 'close the gap' comment. Useful 'closing the gap' comments are:

- A reminder prompt – e.g. 'Can you think of a better word than bad?'
- A scaffolded prompt – e.g. 'What kind of monster was he? Change bad for a word that makes him sound more scary.'
- An example prompt – e.g. 'Instead of bad, try a word like ferocious, terrifying or evil.'

7. Other styles of Marking Used

Shared marking

Using one unnamed piece of work to mark as a class allows teachers to model the marking process and teach particular points at the same time. This is a useful way of focusing children's attention on the success criteria.

Self marking

Children should be given the opportunity to self-evaluate wherever possible. Children can identify their own successes and look for improvement points. The emphasis is on positive identification of where children have met

learning objectives. This should be followed up with next step marking; children should be given time to respond to their next steps.

Paired marking

Children can be asked to mark or respond to work in pairs or groups, remembering the following points:

This is more likely to be used in Key Stage 2 unless a Key Stage 1 teacher judges that younger children are ready to employ this method appropriately.

Children should be trained to do this, through modelling with the whole class.

The class should agree ground rules, which should refer to listening, interruptions, being positive and confidentiality. All the children should be aware of the rules.

Children should point out what they like and then ways to improve the piece.

Pairings should be based on trust and this should be guided by the teacher.

It is important to encourage dialogue between children rather than taking turns to be teacher.

This approach develops independence and thinking skills – it is employed across the curriculum. For example, in a PE lesson children can give feedback in pairs or commentate on the performance of a partner.

Secretarial features

Spelling, punctuation, grammar etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. When work is finished, children can be asked to check for things they know are wrong with their work when they read it through. Children will only be given feedback about things they have been asked to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

Other

On occasions we also use stamps and stickers to aide marking.

8. Marking Symbols (See Appendix A and B)

The symbols or codes in appendix A and B are used when marking children's work. As appropriate, children write learning objectives and use the symbols to show whether they worked independently or in a 'focus group'.

The marking symbols are shared with children through displays and in their books. It is important that children understand what the written feedback means.

Examples of good work, mistakes or areas for improvement may be identified by highlighting, underlining or circling according to which would be the clearest to the child in the context of the work. It may be appropriate to make a comment about presentation or to note the amount of time a child was given to complete a piece of work.

9. Feedback in the Early Years Foundation Stage

In Reception, adults focus on giving oral feedback to children. Careful questioning and verbal challenges are used to extend and develop children's learning. Regular observations and assessments are used to inform planning and contribute to detailed 'learning journeys'. As in Key Stages 1 and 2, good work is appropriately rewarded.

10. Equal Opportunities and Inclusion

Elmsett is an inclusive school and we pay close attention to the needs of individuals and groups of learners. We ensure that all children have equal opportunities to succeed and we seek to remove barriers to participation and learning, regardless of age, gender, ethnicity, disability, attainment or social background. We aim to narrow the gap in achievement between various groups of children, securing high standards of attainment for all children. Our school assessment procedures and tracking system inform pupil progress meetings, which are used to ensure that all vulnerable groups of children are making good progress. When insufficient progress is highlighted, we aim to identify barriers to learning and plan appropriate intervention, including small group work and one-to-one support.

Where children are identified with SEN, marking and feedback will be informed by personalised target setting and individual education plans. Marking reflects the needs and targets on IEPs, allowing children to access the curriculum and make good progress at an appropriate level.

11. Monitoring and Evaluation

The school's leadership will conduct regular scrutinies of children's work to ensure that this policy is being implemented. Verbal and written feedback will be given to teachers. Subject Leaders will consider the impact of the policy when they review their subjects as part of our monitoring programme. The effectiveness of the policy will be evaluated when the policy is reviewed.