

## Policy on Marking and Feedback

### 1 Introduction

- 1.1 We believe that constructive marking and feedback helps raise standards. It should be the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written and verbal) makes the tracking of learning intentions for pupils on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve. Marking should help children to become reflective learners and to close the gap between current and desired performance.

### 2 Aims

- 2.1 Effective marking should:
- Relate to learning objectives taught during the lesson;
  - Focus on the learning intention of the task and its success criteria, and not comparison with other pupils;
  - Give children recognition and appropriate praise for the success of their work;
  - Encourage children, by demonstrating the value of their work, thought and effort;
  - Give pupils opportunities to review their progress against clear success criteria;
  - Give children clear strategies on how they can improve their work (including a range of scaffolding, reminder and question prompts);
  - Allow for improvement time to show the impact of the marking upon learning;
  - Help close the gap between current and desired performance;
  - Be accessible to children;
  - Use consistent codes throughout the school;
  - Measure progress against targets, school or national expectations;
  - Provide a tool for teacher assessment – diagnostic, formative or summative;
  - Help the teacher to evaluate teaching and inform future planning;
  - Be manageable for teachers.

### 3 Assessment and feedback during the Lesson

- 3.1 All pieces of work will contain the date and a Learning Objective (L.O.) in the form of an 'I Can...' statement. Younger children/ SEN may be supported with this.
- 3.2 The teacher will share the L.O. at the beginning of the lesson which, where possible, will be differentiated.

- 3.3 The teacher will discuss the L.O./ Success Criteria during the lesson, sometimes, having made an observation as to the children's progress, drawing the children together to address a misconception or move learning on where progress is good.
- 3.4 The children will be encouraged to assess their learning against the L.O./ Success Criteria, where appropriate e.g. 2 stars and a wish, target met etc., usually as part of the plenary.
- 3.5 When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

#### **4 Assessment and Feedback after the lesson**

- 4.1 When we mark work it is important that we demonstrate consistency by marking to the success criteria set for the task. Marking must focus on *improvement* not 'correction'. It should have a positive effect on the next piece of work produced by the child. Exhaustive indication of every mistake is inappropriate for story, creative and expressive writing. Such work is very personal to the pupil, and is frequently written faster than the child's mind and hand can manage and as a result usually contains more errors than usual. It requires a different marking technique.
- 4.2 Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- 4.3 The teacher's response to written work should be aimed at developing a dialogue between pupil and teacher. Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is rarely possible and 'distance' marking is necessary instead.
- 4.4 Children should respond to marking, otherwise there is no point in marking. Children must be encouraged to read marking and to respond in writing, verbally, individually or in a group activity. The children will benefit from marking if they understand the marking system. There is a need for a simple and consistent scheme of marking – see appendix 1.

#### **4 Reasons for Marking**

- 4.1 Whenever we mark a piece of work, we do so for one or more of the following reasons:
  - To promote the child's self-esteem, interest and respect for his/her work
  - To encourage and praise by noting examples of good practice
  - To demonstrate to the child our interest and concern for their work

- To focus the child's attention on some of the errors he/she made and to suggest means of correcting them
- To evaluate individual progress
- To assess overall progress and to enable us to plan for future teaching
- To assess the effectiveness of our teaching

## 5 Marking Strategies

5.1 **Summative marking** – usually consists of ticks and crosses and is appropriate for closed tasks or exercises.

**Secretarial marking** of spelling, punctuation grammar etc. should **not** be applied to every piece of work. Children cannot effectively focus on too many things at once.

**Focused marking** should concentrate entirely on the success criteria of the task. The emphasis should be on success against the criteria and the improvement needed. Focused comments should help the child close the gap between what they achieved and what they could have achieved.

**Self-marking** – when possible, children should self-mark closed tasks, individually, as a group, or as a class. They should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement.

**Response partners** – children should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

## 6 Frequency of Marking

6.1 Marking should take place soon after the work has been completed and handed back as soon as possible

6.2 Marking can take place during the lesson – providing immediate feedback

6.3 'Distance' marking should be returned before the next session of that subject

6.4 Long-term projects may be marked on completion – children need to be told this in advance

## 7 Reward Systems

7.1 In line with a Growth Mindset, rewards must be used for effort and improvement, not merely for a high standard of work. We use a range of rewards:

- Praise
- Stickers
- Stamps
- Stars
- Smileys

- Team points
- 'Note home...' certificates
- Stars of the Moment/Month certificates

## **8 Children's Response to Marking**

- 8.1 Children may be asked to respond to one written comment by:
- Writing an improved word, phrase or sentence
  - Writing a sentence with correct grammar or punctuation
  - Re-working a maths answer
- 8.2 Children should be encouraged to respond to each other's work using the success criteria as guidance. Where appropriate, they should check and improve their rough drafts themselves, or use 'response partners', prior to writing out a final draft.
- 8.3 Children can also mark their own or each other's work against an answer key e.g. mental maths, arithmetic, tables tests.

## **9. Specific guidelines for Literacy**

- 9.1 For the weekly 'Big Write' piece, one section/paragraph of the writing will be closely marked and it is that part that will be improved upon in the next lesson, the editing lesson. It will be marked with '2 stars and a wish' in relation to the success criteria of the lesson. There is expected to be at least one piece of extended writing undertaken each week.
- 9.2 Children should be given time to reflect on the '2 stars and a wish' feedback and then use the editing session to act on it and improve their writing. These improvements should relate to the success criteria of the lesson and the learning wall found in the front of their learning journal.

## **10. Specific guidelines for Maths**

- 10.1 The use of the 'footprint' stamp will indicate the 'Next steps' necessary to narrow the gap between the child's current understanding and the expected or next level of understanding.
- 10.2 Children should be given time to respond to next steps at the start of the next lesson.
- 10.3 Occasionally the 'Next Step' comment won't require a written response from the child



## **11 Monitoring and Review**

- 11.1 The Deputy Headteacher, Assistant Headteacher and Phase leaders are all responsible for coordinating and monitoring the implementation of this policy. They inspect samples of the children's work and lead moderation sessions.
- 11.2 It is the responsibility of our governing body to agree and then monitor the school marking policy. This is done by the committee of the governing body that deals with curriculum issues.
- 11.3 This policy will be reviewed in three years, or earlier if necessary.

**Signed:**

**Date:** May 2016

APPENDIX 1 – MARKING KEY

Code	Explanation
	demonstrated good effort to meet criteria
	acknowledges where objective met
<p><u>word</u> underlined in work and correct spelling written above or in margin or Sp. in margin</p>	<p>incorrect spelling in work or child to find correct spelling (leading to independence)</p>
<p>O (circle)</p>	<p>indicates correction to upper/lowercase letters, punctuation or calculation – may be corrected by teacher or shows need for self-correction</p>
<p>^</p>	<p>missing word/s</p>
<p>//</p>	<p>new paragraph required</p>
<p>/</p>	<p>new line required</p>
<p>wavy line and ?</p>	<p>sentence doesn't make sense</p>
<p>date?</p>	<p>no date on work</p>
<p>L.O.?</p>	<p>no L.O. or I can... on work</p>
<p>Verbal Feedback</p>	<p>Work discussed with teacher</p>
<p>Independent work/TA assisted/Teacher assisted</p>	<p>Shows how the work was completed</p>