



'All for learning and learning for all'

Marking and Feedback Policy

**Ratified and Adopted by the Full Governing Body
on 24th September 2015**

Rationale:

Enabling children to understand how to improve and move forward in their learning is essential. This involves regular and up to date marking of work and the use of a range of feedback techniques which are consistent across the school.

The Ofsted grade descriptors that make reference to marking and feedback and that relate to teaching and learning state:

Outstanding - Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.

Good - Teachers assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to do to improve.

This policy sets out the methods by which we feedback to children about their learning and involve them in assessing and improving their work.

Aims:

- To show that we value the work pupils have produced and that our approach ensures continuity and consistency.
- To create clear and structured opportunities for pupils to monitor their learning, so that they become instrumental in their progress by improving their work and moving their learning on. Helping them to know what they have understood and done well and also what they need to do in order to improve.
- To provide a model that pupils can use when assessing and self-evaluating their own work and peer assessing the work of others.
- To improve standards and promote high expectations which are clear to pupils and parents.
- To enable teachers and pupils to assess pupil progress and plan the next steps in their learning.

Verbal Feedback

The most appropriate and effective feedback is often verbal feedback and this can be given during a lesson, at the end of a lesson or during an appropriate time after the teacher has looked at the work. This form of feedback allows the teacher to have a dialogue with the child, identifying strengths or weaknesses in a piece of work and suggesting ways together of how it could be improved.

Photographic evidence

During some practical activities teachers may wish to take photographs for evidence in the children's books. These photographs should be accompanied by the WALT, date and an indication of whether or not they have achieved the WALT.

If children are taking part in a cross curricular project or themed week that involves Maths or English skills (e.g. measuring skills in a DT project), a photograph could be taken and put into the appropriate book as evidence towards those skills.

Closing The Gap Marking

This feedback technique is to be used with the arrow. When the teacher identifies an area for improvement in the child's work one of these techniques can be used to allow the child to move their learning forward by attempting to improve their work. There are a number of different 'Closing the Gap' prompts that can be used and it is up to the teacher to employ the correct one for the particular child or task. It is important that the children are given time to complete these prompts as soon as possible so it can have as great an impact as possible. Teachers may wish to leave the books on the child's table for when they come in in the morning, work with a group (TA or T) during an assembly or allow time at the start of the next lesson.

A Reminder Prompt

e.g. Say more about how you feel about this person.

A Scaffold Prompt

A QUESTION –

e.g. Can you describe how this person is 'a good friend'?

A DIRECTIVE –

e.g. Describe something that happened which showed you they were a good friend.

AN UNFINISHED SENTENCE –

**e.g. He showed me that he was a good friend when
(finish the sentence).**

An Example Prompt

Choose one of these or your own:

He is a good friend because he never says unkind things to me.

My friend is a friend because he is always nice to me.

The examples above are English based. Similar style prompts can be used in Maths.

For example, if a child has worked on a particular calculation strategy (using a number line to find the difference between two numbers, eg, 87 and 52) the teacher may want the child to do one of the following things:

If they have achieved the WALT without any problems a similar style question could be written into their book that involves larger numbers, numbers crossing boundaries, numbers with decimals or maybe a word problem that requires them to apply the strategy. (123 and 65, 74.6 and 32.3)

If the child is on their way to achieving the WALT then one or two similar problems for them to solve may be appropriate to consolidate their learning.

If they have struggled with the task the teacher may want them to answer a question using the strategy but with prompts or smaller/simpler numbers (54 and 32)

General Procedures for Marking and Feedback

- Work will be marked promptly.
- Marking will refer to the success criteria required to achieve the WALT where appropriate.
- Marking must include 'closing the gap' feedback that requires a response in Maths and English twice weekly and in other subjects as required.
- Teachers will mark in blue pen and Teaching Assistants in green pen alongside their initials. Comments must be legible and we will ensure that they are understood by pupils.
- Pupils will respond in purple pen.
- Pupils will always be given time to respond to the teacher's feedback.
- Teachers will always acknowledge a pupil's response.
- Support/guidance given by an adult will be indicated using 'T' for teacher and 'TA' for Teaching Assistant.
- Verbal feedback will be indicated by 'VF'
- Achievement of the WALT will be indicated by a single tick.
- Exceeding the WALT will be indicated by two ticks.
- Incorrect answers will be indicated by a single dot.
- Pupils will be encouraged to self-evaluate their work and the work of their peers using the success criteria where appropriate.
- Up to three spelling errors will be highlighted and pupils will be expected to copy these out three times during 'response' time
- Capital letter and full stop errors will be indicated by 'CLFS' and must be corrected in purple pen.
- Stickers and smiley faces can be used at the teacher's discretion.

Subject Specific Marking and Feedback

Maths

- Pupils will respond to an incorrect answer (indicated by a single dot) by re-attempting the question in purple pen.
- Corrections must be in purple pen and indicated with a 'C'
- Closing the Gap marking must also be responded to in purple pen and will either be a consolidating question or an extension question. They can also take the form of a 'reminder, a 'scaffold' or an 'example'.
(see above)
- Reversal of digits will be corrected or highlighted to pupils.

English

- In the 'Edit/Draft' (red) books pupils will write on one side of a double page spread (dependent on which hand they write with) and feedback will be given (in blue pen) on the opposite side.
- Pupils will respond to feedback beneath the 'blue pen' comment in purple pen.
- Closing the Gap marking prompts will take the form of either a 'reminder', a 'scaffold' or an 'example' (see above)