



Marking and Feedback Policy

2018 - 2020

Nov 18

Date of Review: November 2018

Date of next Review: November 2020



Marking and Feedback Policy

Introduction

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

In reviewing our policy, we have carefully considered three major teacher/pupil questions that positively effective feedback **must** answer:

- Where am I going? (What are the goals?)
- How am I going? (What progress is being made toward the goal?)
- Where to next? (What activities need to be undertaken to make better progress?)
(Hattie and Timperley, 2007)

Evaluation of pupils' learning is a process of creating a dialogue with the learner, through which feedback can be exchanged in a variety of ways and questions asked; where the learner is actively involved in the process. Marking is an important part of this process and the School's policy reflects both the types of feedback used and the specific details of the whole school approach.

In keeping with our school Charter, this process is completed in a positive, supportive fashion, resulting in a celebration of successful progress made and constructive advice clearly outlining next steps.

Aims

Brompton and Sawdon C.P School's Feedback and Marking process aims to:

- ✓ promote pupils' learning by providing effective feedback
- ✓ inform all pupils about how well they have done and what they need to do to improve
- ✓ support pupils' confidence and self-esteem in learning
- ✓ support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- ✓ develop consistent processes across the School to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

We use four types of feedback and marking processes.

1) Teachers' well considered intervention to prompt deeper thinking and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in a group.

2) Light marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

3) Developmental marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

4) Self-assessment and peer assessment of the attainment and success of a piece of work.

Non-negotiables procedures for marking

All written work should begin with

- date
- title ALL UNDERLINED WITH A RULER
- objective

This may be typed for younger children or those with specific needs.

- * Where a significant level of support is given, the person supporting should indicate that the work was not completed independently.
 - T for teacher
 - TA for other adult
 - H for Headteacher.

- * All marking is completed in a clear legible hand.
- * Teachers' written comments are completed in PURPLE to ensure difference to pupils' work in order that they stand out, but not written in highlighter.
- * **All** pupils' work must be at least 'light marked' by Teacher or Support Staff.
- * In English, there is the opportunity to complete an extended written piece **at least** once every 10 days, which will be developmentally marked..
- * In Maths, marking will give feedback and incisive information about the needs of each pupil for the following lesson. It will highlight any areas as a next step and will identify where support in learning is required.

- * The system for marking and feedback is taught to pupils and reinforced through in each classroom.
- * Doodling on work is not tolerated under any circumstance.
- * Rubbing out may take place depending on teacher preference.
- * Scribbling out a mistake is discouraged at any age.
- * Children are encouraged not to leave unnecessary spaces between work and to date work according to the instruction of their teacher.
- * The policy is adhered to by everyone.

Light-touch marking

Light touch marking is completed before the next session.

- Red dot denotes pupil has not securely attained learning objective.
- Amber dot denotes pupil has made some attainment towards the learning objective but is not secure.
- Green dot denotes pupil has successfully attained secure understanding of the learning objective.

This RAG sign system is placed at the end of completed pieces of work on a daily basis. It is included in addition to verbal feedback, if that has taken place.

The gathered information during light marking is used to ascertain the next steps in learning and future planning for pupil learning.

The majority of maths marking is 'light touch'. Any red dots are addressed by intervention. There should also be an opportunity for pupils to see their next step to encourage progress in the next lesson.

A specific improvement prompt should be set in relation to areas highlighted in pink. E.g 'Rewrite the final sentence to include greater description' OR 'From the line in pink rewrite below in your very best handwriting.'

Developmental Marking

All extended writing is marked in depth. At least one piece of extended writing is completed each fortnight. Teachers choose which other pieces of work they feel would benefit from developmental marking. Particularly when it will help a child to more clearly understand a concept in greater depth within the next lesson.

Teachers highlight in green:

- elements of success against the learning objective
- evidence of success towards other assessment criteria
- personal individual successes.

Teachers highlight in pink:

- an area of specific improvement linked with the learning objective.

The children's work must not be dominated by highlighting and green should outweigh pink.

When marking in depth, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual pupil and strategies used to support their development. Up to three spelling errors may be identified in a piece of work and a child will be expected to correct the errors or practise the words.

In upper KS2- essential key words, expected to be known (for a child without specific needs) will also be highlighted and require correction.

These words will be identified by:

- **Sp** and teacher spells the word in the margin
- **Sp** in the margin, so the child needs to identify mis-spelt word in that line
- **Sp** at the bottom of the piece of work.

At the end of a piece of work, teachers will:

- provide a positive comment based on the successes of the piece of work
- provide constructive feedback of how pupils could improve their work in the future. (Next Steps)
- Provide an improvement task/ prompt that will allow a child to recognise how their work can readily show progress and improvement.

Teacher comments will be written in a different colour pen to the child.

Pupil Response to feedback

By the end of KS1 pupils are expected to initial comments from teachers to indicate they have read and understood them. Effective time will be given to understand and respond to comments made. Some pupils may want to write a written response or sign to their feedback and this may happen at the discretion of individual teachers.

Science/topic work

Ongoing feedback linked to the learning objective may be recorded. Similar attention should be made to presentation, spelling and handwriting as it would be in an English book.

At the end of a piece of work, the children may write a comment to evaluate what they have learned. Children are taught how to comment on their work.

The teacher may add additional comments if needed. At the end of the Themed Unit the children write a comment about their learning in the unit of work.

Methodology of marking pupils' work in the Early Years Foundation Stage.

When focusing on a piece of directed work in the Early Years Unit children work closely with the Class Teacher or Teaching Assistant. Feedback, support and challenge is given verbally throughout the session. Dialogue about the success of the piece takes a conversational approach between child/group and adult. A stamp or sticker can be added to the piece to indicate that the Class Teacher or Teaching Assistant understands the processes the child went through to produce it and their stage of development. The marking code is followed to indicate the level of support given during the session:

I=independently produced, T=supported by a Teacher, TA=supported by a Teaching Assistant.

When a piece of written work has been produced during independent child-led activity verbal feedback will occur between the child and adult. Often this is a discussion about the intended outcome of the piece and the processes used to achieve it.

Next Steps

Daily observations feed into formative assessment as part of the planning cycle. These next steps feed into the planning cycle.

Evaluations

Evaluations take place daily in a variety of forms and feed into the ongoing evaluation process.

Presentation of work

1. Written work in books in KS2 (skills are taught throughout KS1)

At the start of a piece of work the date will be written and underlined on the first available line:

Day/Date/Month/Year

The next immediate line is for the title which will be singly underlined (may be the learning objective)

2. Written work on A4 paper

- Work only on one side of the paper except in circumstances where work may be completed by the addition of only a few words.
- Christian and surname should be written neatly somewhere on the paper.

3. Points to discourage

- Children scrawling their name in an untidy fashion in too large a script.
- Placing the word *by* in front of their name.
- Writing *The End* at the end of a piece of work.
- Unused pages in books.

4. Maths

Work should be set according to the child's ability and marking in Maths is far more effective if it is completed with the child present. We recognise that this is not always possible due to time constraints.

Digital date should be written at the beginning of work in the following form: 10.05.18

The pupils will carry out some marking of Maths work and the proportion will increase as the children get older. This marking is completed carefully and monitored regularly by the teacher.

Maths book work

- All Maths work is completed in pencil throughout both Key Stages.
- The date will be digital - 10.05.18. Early Years pupils may have the work date stamped.
- Page numbers and titles from textbooks will be entered and underlined when the pupil starts a new page. It is not necessary to enter the page number every time the child does some work when they are continuing with the same text page but the date must be entered for each new session.
- Numbering of calculations, etc. - the number appears on the left hand side of the page followed by a full stop. A gap of one square will separate this from the calculation. Ideally, work should be neatly organised.
- Where corrections are necessary they may be completed either at the side of the incorrect work or at the end of the section according to the discretion of the teacher.

Responsibilities

It is the responsibility of the 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.

Each Subject Leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area.

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.

Role of Other Supporting Adults

Support Staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow these guidelines; to initial work they have supported, identify if work was independent or supported and give feedback verbally as appropriate or through marking. If developmental marking is completed 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 introduction paperwork prior to the supply day(s).

Students in school are required to follow this policy; however, the class teacher is required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgement in discussion with the Head Teacher or Deputy Head Teacher to decide what proportion of pupils' work must be marked using each of the School's marking processes.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support for pupils to read comments or it may mean recording verbal feedback and response. Such requirements are identified in individual Provision Maps.

Monitoring and Evaluation

Monitoring of the policy will be undertaken through work scrutiny led by the Head Teacher and Subject Leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Head Teacher will also evaluate the impact of developmental marking through work scrutiny in both Maths and English as part of lesson observations. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journey books. All of 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. Impact of the system on pupils who attract the Pupil Premium funding will also be evaluated.

Policy Review Dec 2020

Policy reviewed by Governors - December 2018

Policy shared with Staff November 2018

Policy shared with parent via school website December 2018

