

Holy Trinity CE Primary School



Marking and Feedback Policy

'Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, which enables pupils to understand how to improve their work, encouraging high levels of engagement and interest.'

'Except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers.'

(OFSTED Schedule)

Purpose of the Policy

The purpose of the policy is to make explicit how teachers mark children's work and provide feedback. Children need effective feedback to improve their learning, develop their self-confidence and provide opportunities for self-assessment. **All** members of staff are expected to be familiar with the policy and apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and areas for development against learning objectives and success criteria. This enables pupils to become more reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Marking of children's work has different purposes and involves both written and verbal feedback.

Marking and feedback should:

- Be manageable for teachers and accessible for children
- Feedback should be frequent (whether written or verbal)
- Marking should be linked to learning intentions/success criteria/targets
- Involve all the adults supporting children in the classroom
- Foster self-esteem and confidence
- Give recognition and praise for achievement and clear strategies for improvement
- Allow time for children to read, reflect and respond to comments
- Inform future planning and target setting
- Be seen by children and parents as a positive approach to improving their learning
- Encourage children to be self critical, independent learners
- Promote consistency across the school

Recommended Strategies for Marking and Feedback

Verbal Feedback

Verbal feedback is potentially the most effective form of feedback. It can be given instantly, motivating the children and stimulating their learning experience. The language of the classroom has an enormous impact on the children and should create an ethos where speaking freely about learning is good.

The 'verbal feedback' stamp will be used on a piece of work to acknowledge that this strategy has been used.

Closed Exercise Marking (summative assessment)

Children marking their own work whilst the teacher goes through the answers and processes orally can be extremely useful, particularly in a mental maths activity. It is better for a child to complete fewer questions but learn more about the skill or concept during whole-class marking, than to spend time doing more questions wrongly. It also allows the teacher to rectify any misconceptions before they become embedded.

Acknowledgement Marking

This is a courtesy look at a child's work and may include a tick or a stamp. It implies that some dialogue has taken place during the lesson, which has had an impact on learning. The acknowledgment simply informs that the work has been dealt with individually, in a group or whole class setting.

Self and paired marking (Peer marking)

We want to involve children as far as possible in the analysis and constructive criticism of their work. We want children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Quality self-marking is very powerful and the first stage of moving power from teacher to child is to get the children to evaluate their own work. This will lead on to 'response partner' work where two children use the shared success criteria to respond to each other's work.

- Stage 1: children identify their success
- Stage 2: children identify a place for improvement
- Stage 3: children identify their success and make an 'on the spot' improvement.

Ground rules need to be put into place when paired marking occurs.

These could include:

- The pupil needs time to reflect on, and check his or her writing before a response partner sees it.

- The response partner should begin with a positive comment about the work.
- The response partner should ask for clarification rather than jump to conclusions.

Shared Marking

This strategy enables children to share each other's work and enables the teacher to model his/her marking process.

- Using a piece of finished work the teacher shares the learning intention and then begins to identify success areas.
- Numerous points can be made during this process. In reversing this process, can the children guess the learning intention from the identified successes?

Formative marking (Assessment for learning)

Teachers and support staff should provide quality feedback with the focus relating to the learning intentions, success criteria, personal targets and improvement needs. A positive comment should always be included to ensure that the child's work is valued and alongside a comment on an aspect of their work that could be improved. The improvement comment should help the child to close the gap between what they have already achieved and what they could have achieved. In School, we informally call this marking technique, 'A star and a wish'.

Examples of closing the gap comments:

- Reminder prompts e.g. What else could you say about the King's clothes? Say more about how you feel about this person (most children need more support than a reminder prompt but they can be very effective with more able pupils)
- Example prompts e.g. Choose one of these for your own work e.g. The monster stalked away from the terrified children/ The gruesome creature turned and left the children trembling in the eerie cave etc. This kind of prompt is suitable for all abilities of children but particularly those who are at a lower than expected level of attainment because it gives them a choice of words or phrases.
- Scaffolded prompts (questions, unfinished sentences and directives)
What was the monster doing? (question)

The boy was so terrified that he..... (unfinished sentence)

Describe something that happened that showed you they were a good friend (directive)

All children should have an improvement comment which will extend their thinking.

When work has been marked, time should be given for children to read and make some improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the pupil.

Marking Procedures

- It is acknowledged that it is not however always practical and possible to mark every piece of work in a formative style but next step progress should be incorporated in to at least 5 pieces of written work done across the school week with children from years 1 - 6.
- Written responses should be neat and legible so that they are clear for children to read and understand.
- Children should be given time to read and respond to the comments
- All work should be marked in green ink
- In addition, it is also appropriate to give visual responses relevant to the age of the children e.g. team points, stars, stamps or stickers etc
- Adults will seek opportunities for children to demonstrate their success to others in all areas of the curriculum e.g. in PE, asking children to demonstrate a sequence of movements, a skill or part of a dance. In Music, asking a child to perform individually to the rest of the group or in Worship.

Secretarial Features

Children should always be encouraged to use appropriate age related spelling, punctuation and grammar but it is not necessary to mark all mistakes. When working is complete, children will be asked to check for things that they know are wrong in their work when they read through it. However they will not be told to correct all spellings, as they are likely to write further misspellings or waste time looking up words. Such features will only be emphasized in full assessment pieces or in redrafts for display.

Procedures for the standardised setting out and presentation of work

End of EYFS/Start of year 1

- Children should work in books for each subject, working from the front of the book only
- Children should be taught to write the date on each piece of work
- On entry to school, children are taught to hold a pencil correctly. The children in EYFS/KS 1 must use a pencil to complete tasks. Pencils should be sharpened regularly to allow clear presentation of work
- Erasers will be provided to allow children to self-correct as appropriate

By the end of KS 1

- The full date must be used in all subjects except mathematics where the short, number date should be written.
- The title should be included on all pieces of work
- The date and title should be underlined with a ruler
- Whilst we make minimal use of worksheets to encourage independent writing skills, the same standard of presentation is expected on worksheets as in exercise books

Key Stage 2

- The above criteria should be reinforced throughout Key Stage 2 encouraging children to continue the good practice taught previously
- On entry to Key Stage 2 children will still be working in pencil. As children's handwriting and presentation skills develop they will be expected to use black handwriting pens. If children make an error, they should be taught to cross out using one ruled line. Self-correcting fluids are not to be used.

In addition, by the end of Year 3 pupils and continuing through KS 2, pupils will be expected to:

- Rule off after the last piece of work before starting a new piece
- Use subtitles when appropriate and underline them
- Write numbers in the margin when necessary
- Follow teacher's instructions for the given task carefully
- The use of worksheets should be strictly limited to encourage independent writing skills

See appendix 1 - marking code

Whole School Marking Code

WA

With Assistance



Correct



Incorrect



Work discussed with a member of staff



Spelling mistake (corrected with the word re-written 5 times in the margin)



Wrong case – either upper or lower



New paragraph



Next step prompt