



Marking and Feedback Policy

Rationale

We have developed our Marking and Feedback Policy to ensure that all children have their work recognised in such a way that it will improve progress and attainment and identify next steps, develop self-confidence and raise self-esteem. As a result of this policy, there will be greater consistency in the way that children's work is marked across the Key Stages.

Principles and Aims of Marking and Feedback.

The purpose of marking and feedback is:

- to recognise achievement and effort in children's school work;
- to provide targets to help them improve;
- to offer children the opportunity to respond to marking for improvement;
- to give opportunities for children to further demonstrate understanding.

Marking and feedback should:

- Relate to the learning, success criteria or targets (including IEPs – Individual Education Plans where appropriate), which need to be shared with children.
- Involve all adults working with children in the classroom, where appropriate.
- Be based on the child's prior attainment within the context of marking towards the learning.
- Use consistent codes throughout the school. (See Appendix for Marking and Feedback Guidelines.)
- Be recorded appropriately when given in verbal form.
- Give clear strategies for improvement.
- Give time for children to read, reflect and respond to marking.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Ensure all children, regardless of ability, are involved in the feedback and marking process (whether oral or written), so that progress is facilitated and next steps identified.
- Ultimately be seen by children as positive in improving their learning.
- Inform future planning and group target setting.
- Be manageable for teachers.

Making and Feedback Strategies

Early Years Foundation Stage

In Nursery and Reception, feedback and marking is always immediate and carried out with the child. For most of the Foundation Stage feedback will firstly be verbal and then in some instances the work will also be marked by the teacher with a comment or using a traffic light system.

The principles of developing marking and feedback starts in the Foundation Stage when the teachers begin to work with the children to self-evaluate their work and discuss how it can be improved upon.

The following strategies are used across KS1 and KS2 and are adapted to suit the Foundation Stage as necessary.

Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. It must be given in a calm, uninterrupted environment where the children feel secure. Verbal feedback should be tailored to the individual child or group of children. Verbal feedback is a dialogue, using appropriate language and questions, with children having the opportunity to reflect and respond. Feedback should focus primarily on issues linked to the learning.

Verbal feedback can be given as a 'Feedback Sandwich':

1. Opening - tell them about something positive about their work/get them to tell you something they think is good.
2. Correction – give a correction/ask the child to identify something against the success criteria.
3. Closing – Be positive, focus on the improvement of the child's work, be clear in setting a relevant and attainable target for the next piece of work.

When using this strategy, time should be planned into a session so that it is not rushed. When verbal feedback is given, this should be indicated within the teacher's comment.

Quality Marking

Assessment

Assessment of all work should be indicated by the teacher by fully (achieved) or partially (not achieved) highlighting the learning title (WALT) in green.

Correct answers will be indicated by the teacher using green highlighter and errors will be indicated by the teacher using a red pen. (See Appendix for Marking and Feedback Guidelines for key).

Teacher's comment

Teachers will complete a marking slip.

In Key Stage 1, a 'verbal feedback' marking slip will be used to briefly record feedback given to groups working with an adult. A marking slip will only be added for adult led activities in Key Stage 1. Independent activities will be have the learning title (WALT) highlighted as above. This 'verbal feedback' marking slip will be used throughout Year 1

and into Year 2. It is an expectation that during their time in Year 2 children will move to the next marking slip with all children using it by the end of the year.

Feedback on this slip includes reference to 'What you did well..' and a 'Think about...' or 'Show me...' comment.

Think about.

This should focus on the improvement of the child's work, be clear in setting a relevant and attainable target for children to demonstrate in future work.

Show me.

'Show me' comments should help the child in 'closing the gap' between what they achieved and what they could have achieved. All 'show me' comments should expect an action/response by the pupil, they should be given time to act on suggested improvements.

Useful 'show me' comments are:

**A reminder prompt*

This simply reminds the child of what could be improved.

For e.g. what else could you say here? Say more about how you feel about this person.

**A scaffolded prompt*

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

(A question) Can you describe how this person is 'a good friend'?

or

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

or

(An unfinished/scaffolded sentence) He showed me he was a good friend when
(finish this sentence)

**An example prompt*

These prompts are useful with all children, but especially with younger children or children who find improving their writing more challenging. This prompt gives the child a choice of actual words or phrases.

Choose one of these or your own. Choose a word to describe your character: ugly, nasty, friendly.

**A challenge/extension prompt*

Teachers should make reference to previous comments when marking future work, adding the date of a target that has been achieved to the marking slip.

Marking should be kept up to date in order for children to benefit from it. If marking is not up to date, children will be unable to act upon targets or demonstrate their understanding. Assessment of children's work is an integral part of the planning process. Teachers will use the marking of work to determine the best course of action in future teaching.

Red pen corrections and reflection time.

Time should be planned to allow children make corrections and reflect and act on comments.

Children should amend the errors identified by red pen using their green pen. (See Appendix for Marking and Feedback Guidelines)

Children should initial their teacher's comment.

Children's Feedback

When children complete a piece of English or Maths work they will insert a marking slip at the end of the piece as outlined above.

On this slip they will add their self assessment traffic light as follows:

Green - I managed to do the work and feel happy about it.
Orange - I think I understand but I would like more practise.
Red - I found it hard and I'm confused.

The children will also add a brief phrase about something they feel they did well and something they want to improve.

If the teacher feels that the child has reflected well on their learning they may highlight this the relevant box with a yellow ('gold') highlighter, to indicate a 'Gold' comment.

Poster prompts for the above steps will be displayed in each classroom.

Codes

Support Codes

Teachers will indicate on each piece of assessed work the level of support the child received. This will be shown as follows:

- ① - Independent. No support received other than reminders to stay on task.
- ② - Supported. An adult working with the child may give support and reminders. This may include reminding about punctuation, pointing out errors as they arise and keeping children on task. There may be scaffolding to support such as word banks.
- ③ - Guided. A guided session is the highest level of support. This will include making choices together, sharing ideas as a group or between adult and child, spelling words together and making corrections as the piece of work progresses.

Other codes

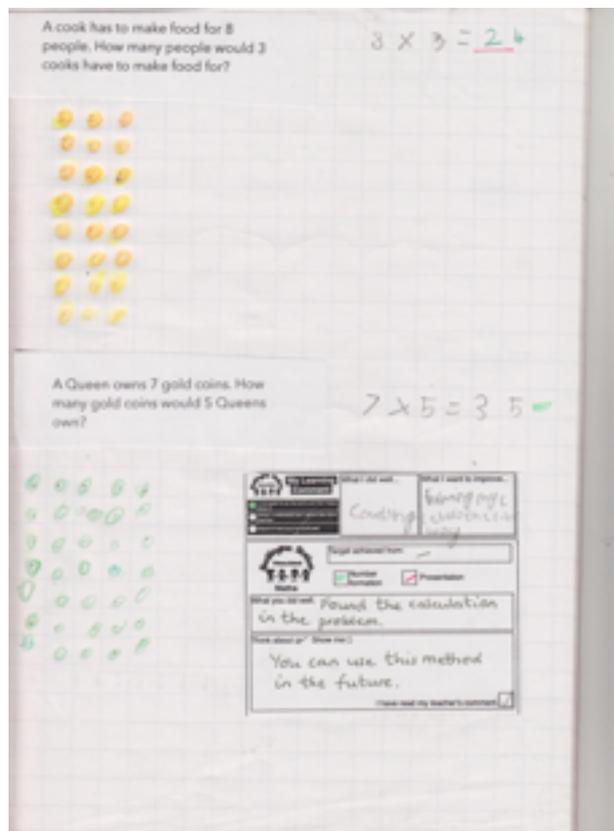
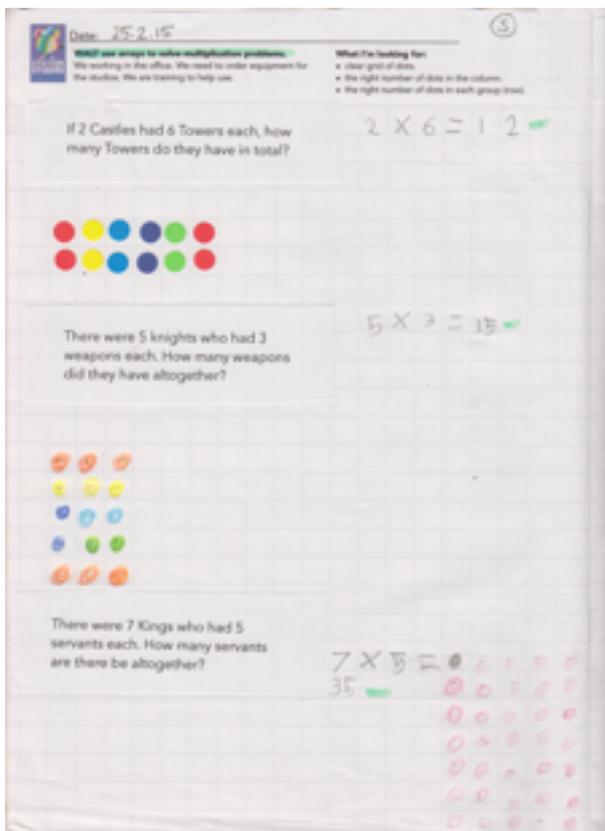
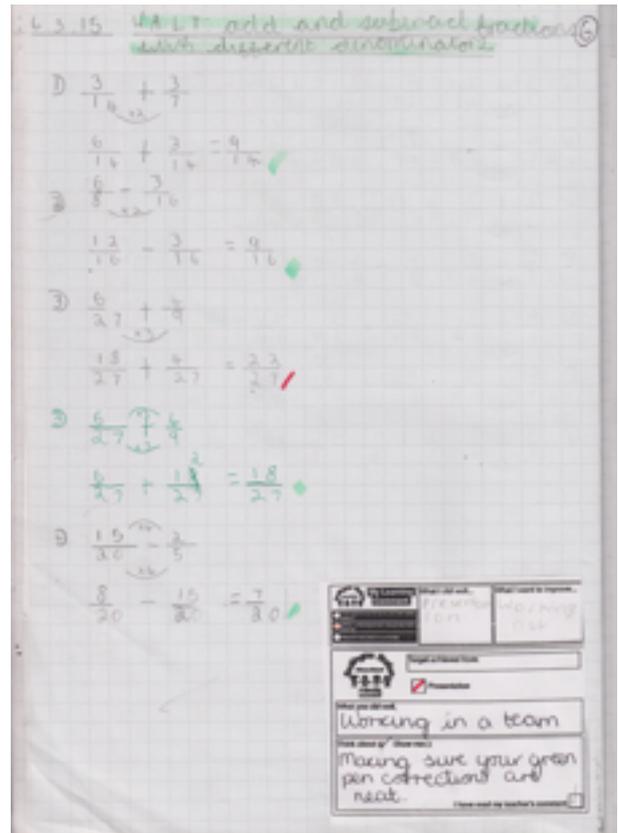
Supply - Work completed under supervision of a supply teacher will be identified.

HLTA - Work completed under the supervision of a HLTA will be identified by the code 'HLTA' at the top of the page.

- Children add learning comment.
- Reflective learning comment highlighted in yellow (gold).
- Teach adds comment (Think about/Show me).
- Child reads and ticks/acts upon comment.

Maths Marking

- Learning title highlighted to show assessment.
- Formation/Presentation boxes assessed.
- Support level indicated.
- Correct answers indicated with green mark.
- Errors identified in red pen by teacher
- Children's corrections in green pen.
- Children traffic light learning.
- Children add learning comment.



- Reflective learning comment highlighted in yellow (gold).
- Teacher adds comment (Think about/Show me).
- Child reads and ticks/acts upon comment.