

Paulerspury C.E Primary School

Marking and Feedback Policy

Date written:	<i>January 2016</i>
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To be reviewed:	<i>Annually</i>
Next review:	<i>January 2017</i>

Our policies are written with our School Values in mind. These are:

1. Care;
2. Courage;
3. Creativity;
4. Forgiveness;
5. Honesty;
6. Hope;
7. Perseverance;
8. Respect;
9. Responsibility;
10. Thankfulness; and,
11. Trust.

Historic

Parent choice

Staff/Governor choice

Pupil choice

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Principles:

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning;
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning; and,
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved:

Who	How
Leadership Team	Monitoring, evaluation and training.
Class Teachers	Giving a range of feedback in a variety of forms as detailed below.
Teaching Assistants	Marking in line with the Learning Objective, commenting on assistance given and posing open questions verbally.
Pupils	Self-assessment and marking, peer assessment and marking and improving their own work.
Supply/Trainee Teachers	Required to follow the policy and initial their marking.
Parents	To have a knowledge of the marking symbols used by the class teacher.

Guidance for marking by teachers:

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next;
- the child has an opportunity to read / respond to the marking; and,
- it is informing the teacher of learning needs which can be incorporated into future planning.

Remember that:

- marking is most effective in the presence of the child;
- children should be given time to read/reflect on/respond to marking; and,
- effort should be acknowledged alongside achievement.

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- marking should be related directly to the Learning Objective / Success Criteria;
- teachers to agree useful symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom [See Appendix 1];
- positive comments and guidance to pupils to moving their learning forward;
- stampers are used to indicate level of support given [‘Teacher Assisted Work’, ‘TA Assisted Work’, ‘Independent Work’, ‘Group Work’ and ‘Pair Work’]



- pose an open question specifically related to the Learning Objective to think about next steps;
- a correct example given by teacher;
- a request to do some corrections;
- verbal feedback to be acknowledged in books [annotated];
- use of continuous oral feedback;
- use of the visualiser and mini plenaries to model and share good examples [WAGOLL –What A Good One Looks Like];
- asking children to check their work again referring to success criteria (with time given to do so);
- drawing attention to how children have moved on;
- TAs/LSAs working with groups can mark their work; and,
- time allocated for conferencing with pupils.

Notes:

Teachers’ handwriting needs to be legible as a model for the child and in green pen to contrast the child’s work.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

Children respond to feedback/marking and make corrections with their ‘Purple Polishing Pen’.

Guidance for Peer / Self Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self assess meaningfully, and that time is planned into lessons to make improvements.

Some successful peer / self-assessment strategies include:

- 2 stars and a wish or 3 stars and a wish
- Traffic lights systems
- 😊 😐 😞
- Thumbs up / thumbs down
- use of green (positive) and pink (development) highlighters
- or any developed as appropriate to the activity.

(Refer to Shirley Clarke, ‘Formative Assessment in Action’ Chapter 5)

Expectations:

All pieces of work in books should be acknowledged in line with the approaches listed above: i.e. either through teacher marking, peer marking or self-assessment.

Detailed marking:

- For English and Maths, there should be a fair balance of teacher and child marking (see below).
- Double tick ✓✓ the Learning Objective if fully achieved.
- Single tick ✓ if the Learning Objective if partially achieved.
- Teachers should also be conscious of checking the quality of peer and self-assessments made by children
- For English and Maths, there should be evidence of detailed teacher marking when a teacher has worked with a group or individuals.
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year.
- In each subject area each child should have one piece of work marked in detail once every week at least, one piece of self and one piece of peer assessment in their books.
- Extended writing should be marked in accordance with the Curriculum Policy.
- Cover/Supply teachers need to mark and initial all work.

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.

Alternative ways of sharing/celebrating a child's success

- openings of lessons
- mini-plenaries e.g. *Why is this good?* (Refer to success criteria)
- plenaries and use of visualiser
- Key Stage Assemblies
- Celebration Assemblies
- Achievement Awards
- Display

Monitoring:

Marking and feedback will be monitored by Senior and Middle Leadership through taking in samples of books, lesson observations, learning walks and drop ins.

This policy should be read in conjunction with Teaching and Learning Policy.

What do the symbols mean in my book?

✓ Correct

- Check this error. Do NOT cross out this answer.
Write your correction next to it.

VF Verbal Feedback. Someone has spoken to you about how to improve.

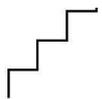
P Punctuation

Sp Spelling error

^ Missing word

/ Finger space

// New line or new paragraph



Next steps.



This sentence does not make sense.



Use your Purple Polishing Pen to make your corrections.