



Marking and Feedback Policy

Adopted by Governors: Summer 2016

Review date: Summer 2018

Person Responsible: Mrs Emma Rowe

1. Introduction

This policy reflects the school's values and philosophy in relation to giving children feedback about and marking their written work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning.

2. Vision Statement

St Matthias is a welcoming community school with strong Christian values that rejoice in learning and celebrate all achievement.

3. Audience

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

The characteristics of assessment that promote learning:

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with pupils.
- It aims to help pupils to know and to recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every student can improve.
- It involves both teachers and pupils reviewing and reflecting on assessment data.

(Inside The Black Box 1999, Black and William)

4. Aims

“Learning is well supported when pupils are aware of what they are trying to achieve in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well, and where they need to do better next time”. (OFSTED).

- To raise standards



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

- To ensure whole school consistency of feedback and marking, by all who are involved in giving feedback and marking e.g. teachers, teaching assistants, parent helpers, students etc
- To ensure that feedback is effective and that work is quality marked.
- To assess where the pupil is and to move him/her on to the next step in learning.
- To actively involve the children in their learning e.g. by use of Learning Partners, designing success criteria etc.
- To give children the skills to evaluate their own work and recognise what they do well.
- To allow children to build up a realistic picture of their strengths and weaknesses and foster a culture whereby it is alright to make mistakes, but then good to learn from and remedy them.
- To raise pupil self esteem and celebrate success.
- To ensure a manageable system enabling focus on particular groups
- To inform parents

5. Broad Guidelines

Good marking occurs when it is:

- Clearly related to the aims of the lesson (the Learning Objective)
- Meaningful for the individual child
- Used to inform future planning
- Positive and constructive, with appropriate praise given
- Encourages a dialogue between teacher and child

Good marking could include:

- Verbal and written feedback
- Displays of children's work to show the standard that is expected
- The date, title and learning objective
- Comments that relate to the planned learning objectives, recognition of children's achievements and indication of the next steps in their learning
- Time built into lessons for children to reflect on marking and respond to it.

6. Approaches to Marking

6a. Verbal Feedback

Verbal feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children: feedback from the teacher/teaching assistant, to the teacher/teaching assistant, and from and to peers. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Presenting difficulty as a necessary and exciting aspect of new learning, when communicated to children, leads to greater confidence and self efficiency.

Company No. 07704001

Whole School Marking Policy Revised ER/ April 2016



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

Teachers' verbal feedback needs to be focused mainly around the learning intention of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work the task will be annotated V (verbal feedback) and initialled by the marker. Children of all ages need verbal feedback from time to time, but this is particularly important in Early Years and Key Stage 1 where children may be unable to read a written comment.

6b.Distance Marking

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. Most effective marking occurs when the work is marked together face-to-face, but if this does not occur, and the work is marked away from the child, the following should be considered

- Can the child read your comments?
- Can the child understand your comments?
- Do you allow them time to read your marking and respond?
- Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you expect the child to be able to transfer your improvement suggestions to another piece of work in a new context?

6c.Acknowledgement Marking

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

6e. Closed Exercise Marking

This is where the work is marked together, and therefore fewer examples of the work have been given. Learning is the priority, and misconceptions or errors are shared, and not reinforced. Answer cards may be given to the children to mark their own work, if it has been differentiated. Where this method has been used in class time the child marking the work will annotate their initial.

6f. Personal, emotional – based marking

These comments should be written at the teacher's discretion. Some children, especially those with special needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. We need to encourage intrinsic motivation where the children identify their own successes first, then celebrate with them. As a general rule this marking should be as positive as possible. However it may need to include at appropriate occasions carefully worded comments regarding disappointing performance/presentation with an opportunity given to improve either in the future or by repeating the task.

6g. Response Partners

Company No. 07704001

Whole School Marking Policy Revised ER/ April 2016



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

This is when two children discuss their findings, thoughts, ideas or answers together before giving a response to the class or the teacher. They can be paired, in mixed ability and ability groups. It engages all children in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work and plenary. A response partner helps you with your work, tells you the truth about your work, and helps you to make your work better. Paired response is used orally in most classes and as a written response in years 3 to 6 on appropriate occasions.

6h. Quality Focused Marking

Most work, where physically possible, will be marked in relation to the learning objective and success criteria, with information detailing the next step. Some work will be marked alongside the child, where possible, and 'Guided' groups will be surface marked as they will have had ongoing input from the teacher during the course of the lesson. These groups should be acknowledged 'G'

7. What is Focused Marking?

This is when success and improvement needs are highlighted against the learning objective. Asking for some small improvement is rich in its impact on children's work and their attitude to improvement and learning. This would not take place for every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. This approach can be done orally, especially with young children, as well as written. The focused improvement comment should help the child in 'closing the gap' between what they have achieved, and what they could have achieved. Therefore, up to three things are highlighted which show the best places related to the success criteria, and one part is isolated that could be improved against the success criteria. Strategies such as 'tickled pink & green for growth' or 'two stars and a wish' may be employed.

When focused marking, teachers can:

1. Acknowledge when the child has met the learning objective. ✓✓ by the L.O if they have met the learning objective and met all the success criteria. ✓ by the L.O if the child has met some of the learning objective.
2. Provide a comment which detail one/two features that the teacher is pleased with, and one suggestion of what the teacher would like to see in future (next steps), in order to help the child move their learning on.

The following improvement prompts may be used when teachers/teaching assistants are using formative marking, depending on the task involved and the age and ability of the child.

(a) Reminder Prompts

Company No. 07704001

Whole School Marking Policy Revised ER/ April 2016



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- *Say more about James's character*
- *Explain this for me.*

(b) Scaffolded Prompts

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. This is supportive and enhances the original writing.

- *What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?*
- *Describe what James would do if he heard unkind words about a friend.*
- *Finish this: James liked to play jokes on his friends. For instance, he...*

(c) Example Prompts

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

“Try one of these in your writing instead of ‘bad’ - ferocious, terrifying, evil”

What did you see on the boat trip? Fish? Birds? People?

All children are given a next step, which is aimed to extend their thinking. In order for the marking to be formative, the information must be acted on by the children. Time is allocated in each timetable for children to read and respond to any comments made by the teacher. For example, this could be done during the first 15 minutes of each day.

Teachers model this process to the children at the beginning of each term so that they are clear what the different coloured markings/markings on their books mean and what is expected of them to respond.

8. Self and Paired Marking

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

The “Smiley” faces or thumbs up/down strategies may be employed to encourage children to comment on how they have coped with a particular area of learning. For example:



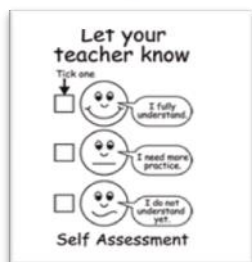
St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk



Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work as this involves the emotional dynamics between two children.

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.

9. Self evaluation prompts

I liked

I learned

I think I will

I never knew

I discovered

I was surprised

I still wonder

In our school, the following strategies are used to give our children positive and effective marking and feedback. These obviously link to the age and development of the children.

10. The Early Years Foundation Stage

Positive verbal feedback will be given to children in nursery in all aspects of their learning. Mark making may occur during a play based activity or in a wide variety of contexts involving a broad selection of media and resources.

Facilitators will provide resources for and model both activities designed to develop the skills that underpin mark –making (such as hand-eye coordination, observation skills, fine motor skills, understanding of

Company No. 07704001

Whole School Marking Policy Revised ER/ April 2016



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

number and aural blending and segmenting skills coupled with an awareness of graphemes) and also provide suitable contexts in which to model and encourage representational mark making (for example, very simple written messages, labels to indicate titles or quantities, recounts including pictures or words and score boards etc).

Facilitators will enthusiastically show an interest in children's mark making activities, which should generally be intrinsically motivating. Sometimes, it will be appropriate to offer supportive, developmental comments such as demonstrating how a more mature pen grasp can make effective mark making easier, responding to a child's request or need for support to form a particular letter or number correctly or providing support to write a particular word by assisting a child to identify phonemes or indicating where the child can find the word already modelled. At this early stage facilitators will model correct letter formation and spelling but encouraging a child's confidence and enjoyment in mark-making will be paramount. In addition to their own positive response, facilitators may wish to reward effort and perseverance by sharing the child's work with their peers or other facilitators or their family.

As with other skills, facilitators will make ongoing, dated notes on their observations of individual mark making often by using a sticky note to add to their learning journey developmental records. Facilitators will also save or photograph key pieces of mark-making for each child showing how their skills in this area are developing. Any pieces of mark-making (or photographs of them) will be annotated with the child's name, the date and an indication of the degree or type of support and encouragement given. This would include information about the context of the work, whether a direct imitation of a letter/word/number or picture, an independent piece of work following adult modelling or suggestion or a spontaneous, child initiated example.

11. In Reception

- Talk partners
- Verbal feedback for written tasks
- Children are encouraged to look at each other's work in a celebratory way
- Reward stickers/ certificates for effort and achievement of all kinds.

When working on letters and numerals, facilitators model the correct formation (if it is needed) and then encourage the children to form it correctly with support.

Motivation, praise and encouragement is key for providing feedback to the children.

12. Key Stage One

- Talk partners
- Thumbs up/thumbs down at end of lessons/modules of work etc.
- Verbal Feedback
- Paired response

Company No. 07704001

Whole School Marking Policy Revised ER/ April 2016



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

- Quality marking when appropriate
- Personal, emotionally based marking – to improve self esteem
- Smiley faces to develop self evaluation
- Peer oral feedback – 2 stars and a wish
- No hands up

13. Key Stage Two

- Talk partners
- No hands up
- Closed exercise marking
- Personal emotionally based marking
- Paired response
- Group response
- Distance marking
- Verbal Feedback
- Quality marking
- Self and paired marking

14. Spelling

Key identified spellings errors are corrected beneath a piece of work, particularly common misspelling. The spelling pattern may be underlined and marked 'sp' to draw the child's attention to it. The number of times corrected will depend upon the child.

15. Maths

Maths is corrected in a positive manner. Where a mistake has been made a small dot is placed next to it. If the child has not understood the work the teacher will discuss the problem rather than making a series of dots on the page.

If a child in Key Stage 2 is reversing numbers on a regular basis, they should be given the opportunity to practise correct formations.

16. Roles and Responsibilities

The Assessment Coordinator is responsible

- monitoring the learning and teaching
- ensuring the assessment is relevant and informative
- making purchasing decisions
- ensuring all staff are appropriately trained
- keeping up to date with developments in feedback and marking
- liaising with parents and outside agencies

Company No. 07704001

Whole School Marking Policy Revised ER/ April 2016



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

- observing lessons
- monitoring / supporting Assessment for Learning planning
- preparing policy documents
- advising colleagues and helping to develop expertise
- contributing to staff art INSET training

17. Subject Monitoring / Evaluation of provision:

The Headteacher is responsible for monitoring and evaluating the curriculum and pupil progress. This is done through; work trawls, planning scrutinies, lesson observations, staff discussions and subject mini reviews.

18. Management Information

Information regarding marking and feedback will be shared with staff at staff meetings and the Assessment Coordinator is available for questions and guidance any time.

19. Liaison

To ensure consistency and progression in the execution of marking and feedback throughout the school we currently:-

- Regularly observe lessons and
- Attend liaison meetings with our PATH colleagues to ensure the sharing of good practise.
- Subject leaders taking in books to monitor what is being taught

20. Home / School Links

At St Matthias we see the relationships with parents as very important in supporting their child's learning. We involve the parents in their learning by:

- Providing termly curriculum letters informing the parents on the areas of the curriculum that are being covered.
- Provide an end of year report which outlines progress and attainment.
- Class assemblies celebrating children's work.
- Sharing assessment policies with parents.

21. Copyright

We follow the county guidelines regarding software copyright and data protection. All software licenses are kept securely within school.



St Matthias Church of England Primary School

Headteacher Mrs Claire Davies

Cromwell Road, Malvern Link, Worcestershire, WR14 1NA.

Telephone or Facsimile 01684 574984

Email: admin@stmatthias.worcs.sch.uk

Appendix 1

Whole School Marking Code

Your teacher may use these symbols when marking your work. You must acknowledge your teacher's comment when you have read it or completed the task they have set.

Symbol

√√

Explanation

next to Learning Objective if all of the Success Criteria met

√

next to Learning Objective if most of the Success Criteria met

VF

Verbal feedback

Sp

Spelling error



Remember finger spaces



Answer incorrect