



Flockton C of E (C) First School

ROOTED IN THE COMMUNITY
BRANCHING INTO THE FUTURE

Marking and Feedback Policy

Revised: March 2019

**Rooted in the community. Branching into the future.
Learning together in a Christian environment. We believe that children's
full potential is best achieved when we all work together.**

Flockton CE (C) First School

Marking and Feedback Policy

The desired outcome for this policy is to improve children's learning and provide greater clarity amongst children and parents concerning achievement and progress.

Introduction and Definitions

Marking is the recognition that someone has checked the quality of learning that has been produced. It needs to identify strengths and weaknesses, through oral or written remarks, to help provide guidance and feedback on how to develop ideas and improve future learning. At Flockton CE (C) First School, we believe that high quality, consistent and timely marking and feedback enhances learning by engaging the children as active participants and by providing personalised support and guidance.

Please read this policy in conjunction with our other policies:

- Learning and Teaching
- SEN

Aims

We mark children's work and offer feedback in order to:

- Help children to know that mistakes help us to learn and are a very important part of our learning journey.
- Show that we value their work; have high expectations, and encourage them to do the same.
- Boost self-esteem and aspirations through the use of praise and encouragement.
- Give a clear picture of how far they have come in their learning and what the next steps are; ensuring progression.
- Give guidance, plus opportunities for consolidation and challenge.
- Promote self-assessment, peer evaluation and feedback to help children recognise their difficulties and accept guidance from others.
- Gauge their understanding and identify any misconceptions.
- Provide a basis for both formative and summative assessments and inform individual tracking of progress.
- To assess children's performance against stated learning objectives and thus inform future lesson planning.

Principles of Marking and Feedback

- The process of marking and offering feedback should be a positive one.
- The marking should always be against the lesson's learning intention, focus and success criteria.
- Where met, individual learning targets are acknowledged (English and Mathematics).
- The best marking and feedback is the dialogue that takes between adult and pupil while the task is being completed.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess learning and provide feedback.

Verbal Feedback

This is the discussion of learning through direct contact with the child. This is particularly appropriate with younger, less able or less confident children. Verbal feedback should be accompanied by the appropriate marking code on the child's work along with a short remark as a permanent record for the teacher. It may be helpful to add a record of the context in which the learning was completed e.g. independent or supported learning.

Written Feedback

Written feedback is a key part of the learning cycle; including other effective elements of assessment for learning (AFL), e.g. learning intentions, success criteria, quality questioning and good quality feedback (which includes written feedback)

Written feedback is most effective when:

- It is simple and manageable for staff.
- It involves all adults working with children within the classroom.
- It is frequent, consistent and regular.
- It is appropriate to age and ability.
- It helps children know what they have done well against clear objectives and success criteria.
- It actively encourages self-assessment.

- It helps children know how to improve (see appendix 1: marking comments).
- Time is built into teaching to allow the children to read and act on feedback.

Self-assessment and Peer Marking

Children should be involved with self-assessment and peer marking; marking their own work as much as possible, whether by proof reading their own work, checking it with a marking partner or reacting to structured comments made by an adult. Children will be encouraged to assess their own and other's learning in relation to success criteria, where appropriate using the smiley face system:

☹ not met; 😐 almost; 😊 secure. When reacting to structured comments, children will use purple pen (Y2-5) to edit their work. When deemed appropriate, YR-1 will edit with adult support. It is important that children have had training and modelling in giving effective feedback (see appendix 2). This could be through the use of success criteria checklists or the use of a star and a wish on a post-it note. An adult will always review this marking.

Success Criteria Checklists

Success Criteria checklists can be used in all subject areas and may include columns for self/peer and teacher assessment. Checklists will be used when teachers deem them appropriate. For example: end of unit assessments.

Success Criteria Checklist		
Learning Objective: To write a formal letter		
1. First paragraph: explain what your letter is about.	😊 😐 ☹	😊 😐 ☹
2. Use at least 2 different connectives.	😊 😐 ☹	😊 😐 ☹
3. Include no more than 2 rhetorical questions.	😊 😐 ☹	😊 😐 ☹
4. In the last paragraph, summarise your main points and demand compensation.	😊 😐 ☹	😊 😐 ☹

Assessment and feedback after the lesson

- The Class Teacher (or supply) should undertake the majority of the marking, as soon as possible after the child has completed the learning, especially when the complexity of the work needs analysing and decisions need to be made about next steps.
- The Class Teacher oversees all the marking within the class. However the ETA may support the marking when working with a group.
- Children should be given planned opportunities where appropriate to read feedback in their books after marking and before starting a new piece of learning and respond to this using their purple pens
- Verbal feedback is a form of quality marking and can be given by any adult working alongside the children.

Curriculum Organisation

- The learning objective for the lesson will be included at the top of each piece of work when appropriate, allowing the child and the teacher to refer to it when completing the learning or marking.
- As appropriate to the lesson, Class teachers should add success criteria to the learning objective. Children in Key Stage 2 may construct their own success criteria.
- When marking, no crosses are to be used, if an answer is wrong it is highlighted. The child can then check their work and correct it using their purple pens.

How should Marking Symbols be used?

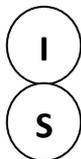
1. To mark whether the LO has been achieved, nearly achieved or has not been achieved and more work is required, Teachers will highlight in either:

Blue	* = exceeded
Green	😊 = achieved
Orange	😐 = nearly achieved / corrections needed / next steps
Pink	☹ = not achieved.

2. Once the LO has been highlighted, the Class Teacher / ETA will indicate the level of support received during that lesson using symbols indicating the following:

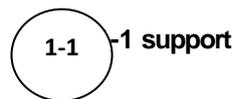


Verbal feedback



Independent learning

Supported piece of work



Responding to marking and feedback

- The aim of responding and reflecting is in order for each child to make immediate improvements to their work.
- Teachers will plan in specific time for children to respond to and reflect on marking comments. Children will be able to answer questions posed by the adult marking the work; make corrections and note down suggestions or give a response to a request. The aim of responding and reflecting is in order for each child to make immediate improvements to their work.

Maths Marking – Supporting the Mastery Approach to Teaching and Learning

Our marking system within Maths fully supports the mastery approach to teaching and learning. NCETM (National Centre for Excellence in the Teaching of Mathematics, 2016) states that it is important for teachers to engage the children in regular verbal feedback throughout a lesson in order to assess understanding, support the children with the correction of errors, and identify in a timely manner through same day or timely intervention, those children who may hold misconceptions around a specific focus from the lesson.

The Aims of Maths Marking

- Fluency calculations will be ‘quick marked’ using a green pen during a lesson – correct answers will be marked using a tick, or highlighted in Green.
- Any errors or mistakes will be highlighted with Orange – children will be encouraged, following verbal feedback, to correct these with a purple pen.
- Verbal feedback will be an ongoing feature within every lesson, where the teacher will be able to identify next steps for learning and areas where children may demonstrate a lack of understanding – these areas can then be the focus of ‘same day’ (where possible) or timely intervention to support learning and further attainment.
- Self – assessment will be a feature of each lesson (Y2 (from the spring term) –Y5. The children will use a smiley face system (as previously explained in the policy.)
- Written feedback will be minimal within books – unless it is responding to a child’s self-assessment comment in order to create a dialogue with the child.

Progression of Maths Marking

R/Y1	<ul style="list-style-type: none"> • Verbal feedback will be ongoing during practical and recorded work. • Any recorded work will be stamped with a ‘Smiley face - ☺’ stamp. • If the child is secure at the end of the task the ☺ will be highlighted green. If developing, use an orange. If Intervention was needed in order to complete the task then the ☺ will be marked with pink (in line with the policy) and ‘Intervention’ will be scribed. • Annotations will be made on planning or on the Assessment Tracking document.
Y2 – Y5	<ul style="list-style-type: none"> • Verbal feedback will be ongoing during practical and recorded work as in R/Y1. • Recorded work will be quick marked during the lesson with Green, or orange in line with the policy. • Children will correct any orange answers with a purple pen where needed. • Y2 - During the autumn term, work will be stamped with a ‘Smiley face -☺’ at the end of the lesson. The adult is to highlight as per R/Y1 for achievement during the lesson. • Y3/4/5 - (Y2 - From spring term onwards) – Children will use self-assessment, (using the smiley face system mentioned previously in the policy) with a brief explanation of how they found the work during the lesson linked to the LO. • When adults mark the recorded work, the work will be highlighted by the adult in green to demonstrate a secure understanding, in orange if there is further development or fluency practice needed and with a pink if ‘intervention’ was needed during the lesson with the word ‘Intervention’ scribed.

Homework

Homework will be acknowledged by the class teacher using a range of rewards such as; stamps (indicating the level of success,) stickers and raffle tickets as well as simple acknowledgement.

Monitoring the Policy

The policy will be monitored in the following ways:

Evaluation and Monitoring

When subject leaders take in books to monitor, they will also look at the standard of marking and whether the policy is being followed according to their curriculum area.

Although marking should focus on the learning in that specific curriculum subject, age appropriate spelling and grammar should be corrected across the curriculum to encourage good English skills outside of Literacy lessons.

The performance indicators for the effective application of this policy are:

- **Personalised feedback and identified next steps will have a greater visible impact on progress.**
- Children's attainment will improve so that a higher % of children are meeting at least age related **expectations.**
- There will be even greater consistency in teachers' marking across the school.
- **Pupils will have a greater awareness of what is expected of them and knowledge of their next steps in learning, particularly in core subject areas.**

Equal Opportunities

As a staff we maintain awareness of and provide for, equal opportunities for all our children. We need to take into account cultural backgrounds, gender and special educational needs both in our teaching, attitudes and the published materials we use with our children.

Community Links

This policy will be shared with parents and the community on the school's **website**.

Policy Review

This policy was drawn up by: N Cappleman

This policy was agreed by staff on: Autumn 2014

It was reviewed in March 2016 ✓ January 2018 ✓ **March 2019 ✓**

It was passed by the governing body on: March 2019

Date of next review: **March 2020**

Appendix 1 – Examples of “prompt” marking comments

Range of prompts	What the child wrote	Improvement prompt	Scaffold prompt	Example prompt
Why? Justifying a statement	‘It was dismal.’	Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these: <i>It was dismal because...</i> <i>... I was bored all the time.</i> <i>... I only had my granddad to talk to.</i>
How? Giving more detail	‘Nobody believed him.’	Say how you think this made him feel.	How do you think David felt about not being believed?	Tick how David felt: <i>...angry; ...annoyed;</i> <i>...your idea _____</i>
Add something	‘The burglar ran towards the car park and drove off.’	Rewrite this sentence using an adverb to describe how he ran.	Fill in the gap with an adverb <i>The burglar ran _____ly to the car park and drove off.</i>	Tick which adverb best describes how the burglar ran: <i>...quickly; quietly;</i> <i>your choice _____</i>
Change something	‘He was a bad monster.’	Think of a better word than bad.	What kind of monster was he? Think of another word that means the same as ‘bad’ and write it here _____.	Which of these words describes your monster better than ‘bad’? <i>... ferocious? ...evil? ..._____ your idea.</i>
Tell me more	‘James went to school.’	Describe what James is like.	What type of boy is James – quiet, noisy, excitable? <i>James was a _____ boy.</i>	Choose one of these to describe James’ character: <i>James was a kind, likeable boy with a great sense of humour. For instance.....</i> <i>James was often excitable and loud, like when he ...</i>
What happens next?	‘At last the merman saw the mermaid.’	End this story with a piece of direct speech.	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: <i>‘I love you!’ said the merman and they swam happily away.</i> <i>‘as they swam away, the merman said ‘_____’.</i>

Our Charter For Marking Partners



When we become marking partners, we agree to:

- ☺ Respect our partner's work because they have done their best and so their work should be valued.
- ☺ Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- ☺ Tell our partner the good things we see in their work.
- ☺ Listen to our partner's advice because we are trying to help each other to do better in our work.
- ☺ Look for a way to help our partner achieve the learning objective with greater success.
- ☺ Try to make our suggestions as clear as possible.
- ☺ Try to make our suggestions positive.
- ☺ Get our partners to talk about what they tried to achieve in their work.
- ☺ Be fair about our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Remember. Is what we are saying true, kind and necessary?



Flockton CE (C) First School: Marking Guidelines

Written feedback is most effective when:

- It is simple and manageable for staff.
- It involves all adults working with children within the classroom.
- It is frequent, consistent and regular.
- It is appropriate to age and ability.
- It helps children know what they have done well against clear objectives and success criteria.
- It actively encourages self-assessment.
- It helps children know how to improve (see marking comments).
- Time is built into teaching to allow the children to read and act on feedback.

Comment from adult marking work	
✓	Blue Green Orange Pink
Positive feedback	Next step, tip or something to think about (see marking prompts)
Feedback should be related to the learning objective and success criteria.	

Discussion with the child
Often the best feedback is immediate and with the child. Where verbal feedback has been given or a discussion has taken place, use the code
V

Marking right or wrong	
✓	
Correct	Underline highlights mistake or when incorrect. Correction at side and re-marked.

Motivational feedback
Stickers, smiley face, raffle tickets, individual or class points etc...

Response codes
I Independent learning S With support 1-1 1-1 support

Self and peer marking / evaluation (Y2 – Y5: purple pen)
Children should indicate where they have self or peer evaluated. Post it notes or success criteria checklists should be used for peer marking.

Appendix 4 – Criteria for monitoring marking and feedback

Criteria for monitoring marking and feedback in children's work

Outstanding

All books show:

- Clear learning objectives and appropriate success criteria with examples as appropriate.
- Sufficient amount of recording appropriate to child's age and ability.
- Clear progression in all children's learning; effective models and images in books.
- Clear differentiation including challenge for the more able and scaffolding for less able / EAL.
- All work has been marked following the school's marking and feedback policy with clear next steps as appropriate.
- Children respond to marking by making improvements to their work. Evidence of dialogue with the teacher and/or self-checking of targets.
- Where ETAs are involved in marking, this is informative for the child (and teacher where necessary).
- Evidence that targets are being regularly checked and pupils are achieving their targets.
- Prompts and links to targets often included in the marking.
- Children's vocabulary is being developed; high expectations in work produced and presentation expected; children have a sense of pride and enjoyment in their work as evidenced in the care they have taken/ their own comments.

Work in books shows that there is consistently good or outstanding planning and teaching and hence the children are making very good progress.

OFSTED: 'Marking and dialogue between teachers, other adults and pupils are consistently of a very high quality.'

Good

Books show:

- Clear learning objectives and appropriate success criteria with examples as appropriate.
- Sufficient amount of recording appropriate to child's age and ability.
- Clear progression in all children's learning.
- Clear differentiation including scaffolding for less able/EAL.
- All work has been marked following the school's marking and feedback policy with clear next steps as appropriate.
- Children respond to marking by making improvements to their work. Evidence of dialogue with the teacher and/or self-checking of targets.
- Where ETAs are involved in marking, this is informative for the child (and teacher where necessary).
- Evidence that targets are being regularly checked and pupils are achieving their targets.
- Prompts and links to targets may be included in the marking.
- Children's vocabulary is being developed; high expectations in work produced and presentation expected.

Work in books shows that there is clearly good planning and teaching and hence the children are making good progress.

OFSTED: 'Pupils are provided with detailed feedback, both orally and through marking.'

Requires Improvement

Books are inconsistent but with some books showing:

- Clear learning objectives and appropriate success criteria.
- Sufficient amount of recording appropriate to child's age and ability.
- Clear progression in all children's learning.
- Clear differentiation including scaffolding for less able/EAL.
- All work has been marked following the school's marking and feedback policy with clear next steps as appropriate.
- High expectations in work produced and presentation expected.

Books require improvement because they are not good overall.

OFSTED: 'Pupils are informed about their progress and how to improve through marking and dialogue with adults.'

Inadequate

Books do not show some or most of the following:

- Clear learning objectives and appropriate success criteria.
- Sufficient amount of recording appropriate to child's age and ability.
- Clear progression in all children's learning.
- Clear differentiation including scaffolding for less able/EAL.
- All work has been marked following the school's marking and feedback policy with clear next steps as appropriate.
- High expectations in work produced and presentation expected.

As a result, children's progress is impeded and they are not able to take pride in their work.

OFSTED: 'Assessment takes too little account of the pupil's prior learning or their understanding of tasks and is not used effectively to help them improve.'