Marking and Feedback Policy

Parish Primary School

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PARISH
CE Primary School

Building Learning, Friendships and Faith.

Contents

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;
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standard.

(see appendix 1)

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 the opportunity to read and respond to the marking;
- 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;
- effort should be acknowledged alongside achievement.

Marking and feedback by teachers should take the following forms, as appropriate to the learning:

- tick system next to LQ to show whether child is working towards, has met or has exceeded the objective;
- marking is related to directly to the learning objective/success criteria;
- positive comments and guidance to pupils for moving their learning forward;
- pink highlighter to promote positive aspects of the work (tickled pink);
- green highlighter to draw attention to areas for development within a piece of work;
- Improvements that are made should be visible, and as such, made using a purple pen (polishing pen);
- Marking and feedback in the lesson is desirable to allow immediate intervention and challenge;
- Written feedback could include:
    - an open question posed, specifically related to the LQ, enabling pupils to think about next steps;

- a suggestion for where to go next, including which element of the SC to focus on;
- a correct example given by teacher, followed by an example(s) that the child completes; or an opportunity to use a part of the SC that may have been omitted;
- a request to do some corrections (with evidence that pupils have attempted these).

Notes

Teachers' handwriting needs to be legible as a model for the children and should be in pink, green or black pen.

(see appendix 2)

Guidance for peer/self assessment

In most lessons children should have opportunities to mark some work or assess their progress (or that of others) against agreed success criteria.

Children need to be trained in how to peer and self-assess meaningfully, in order that time spent in lesson, on this, is beneficial to the learning. Teachers must be conscious of 'checking' the quality of peer- and self- improvements made by children.

In line with developing growth mindsets in children we need to embed a culture of review and improving work. Self-assessment/ improvement happens when children are asked to reflect on their own work, reviewing their successes against the agreed success criteria. Planned time should be given to do this (e.g. after a mini plenary, before a final plenary or at the beginning of a lesson – after some detailed marking has taken place). To help evidence where this has taken place children should use a purple pen (a 'polishing pen').

Peer improvement happens when children work with their talk partner to edit and develop a piece of work. It is not when partners swap books and individually 'check' and assess the other's work. To be collaborative, both children read and discuss one of their pieces together, decide the best bits (which may not be the same) giving reasons why, then together talk about the improvements that could be made – which the 'owner' of the work makes, using a purple pen.

For children to make effective improvements to their work, in exercise books there is space left for children to edit and improve their work.

Expectations

All pieces of work should be acknowledged through teacher marking, peer marking or self assessment.

There must be a balance of teacher marking and verbal feedback, collaborative improvement and self-assessment/improvement in all subjects, as appropriate to the child's level of understanding.

All children should receive feedback in a lesson, though this does not necessarily have to be written and may be through whole class feedback, guided peer or self-assessment.

In core subjects, every child should have at least one piece of work each week in each subject where the teacher has given specific, recorded feedback, usually through written marking.

In foundation subjects work in books must be regularly acknowledged, with some indication of how well the learning question has been met.

Teachers may also respond to children's effort, grammar, spelling and handwriting in order to maintain high standards in all books.

It is not an expectation that all work will be marked by the teacher.

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

Moderation

It is expected that year group, phase and cross-phase moderation will occur regularly throughout the academic year to ensure the standard of marking in books is consistent.

Monitoring

Feedback and marking will be monitored by SMT and SLT to ensure standards are being met. This may be done through looking at samples of books, through lesson observations or by talking to pupils.

Appendix 1

Effective Feedback

Conditions for effective feedback	Examples of how formative assessment fulfils them
Children possess an concept of the goal being aimed for (they understanding the learning question and how to achieve it)	- Children are given the learning objective at the point at which it will affect performance not to know. - Children are involved in constructing success criteria, using them to know what should or could be included in their work and are able to use them to evaluate their progress. - Children understand the ingredients of excellence, having seen more than one example of it (peer explanations or models).
Children compare the actual level of performance with the goal (they are given opportunities to compare their own performance against the intended outcome)	- Children can articulate to peers and teachers their understanding of the task, the learning question, and what it needed to achieve it (success criteria). - There are opportunities at multiple points in the lesson to analyze other examples for strengths, points of development and for 'magpieing' of ideas.
Children engage in some appropriate action which leads to some diminishing of the difference (they are given opportunities to improve and edit their work)	- Children are able to respond to feedback given by teacher to edit and improve. - Review and improvement is a constant activity. - Children have opportunities to cooperatively improve work - Children have opportunities to self-improve work

Adapted from Sadler's three conditions for effective feedback.

Appendix 2

Marking Procedures

Learning Question Feedback

✓　　　　Working towards learning question

✓ ✓　　　Achieved learning question

✓ ✓ ✓　Exceeded learning question

Highlighter Marking

Pink (Tickled Pink)　　　　　where work achieves learning question/success criteria

Green (Green for Growth)　　work to be improved and edited

Codes to highlight grammatical or secretarial errors

Symbols to put in the margin in black pen for children who need prompting more than just the yellow highlighter.

p　　　missing or incomplete punctuation

∧　　　missing words or letter

sp　　　to indicate a spelling mistake

//　　　new paragraph needed

S?　　　work does not make sense - needs revising

F　　　 finger space needed

Acknowledgement Symbols

V　　　Verbal feedback given to individual child

W　　　Whole class/or group feedback given