



## Marking & Feedback Policy

Effective marking and feedback is key for moving forward the learning of our pupils. We aim for children to self-evaluate so that pride in work, celebration of achievement, improvement and challenge are an ingrained aspect of their learning. This is also an essential tool for formative assessment.

Document Status	
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Responsibility	Policy first drafted by SLT Second draft by classroom staff Adopted by Achievement Committee
Method of Communication	Externally available/Internally available
Signed (Chair of Committee)	
Date of next review	Oct 2020

### MISSION STATEMENT

Inspired by the words of Matthew : 5 “Let your light shine before others” Brayton C of E VC Primary School is a community dedicated to enabling each child to grow into the unique person God created them to be. Rooted in the Christian values of Forgiveness, Friendship, Trust, Compassion and Endurance our learning environment encourages and challenges everyone to fulfil their God given potential. We are committed to working with ever member of our school family so that ‘Together we Shine as One’

### Aims

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

- show that we value their work, and encourage them to do the same;
- boost self-esteem and aspirations, through use of praise and encouragement;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress.

### Who is marking for?

**Primarily -**

Children – to show them clearly how to improve their work and make progress and to model reflection and analysis against success criteria so they can self and peer assess,

### **But also to a lesser extent for:**

1. Parents – to illustrate how we teach and what can be worked on at home.
2. Subject Leaders – to illustrate areas for improvement that are needed across the school.
3. Senior Leaders – to illustrate how teachers are moving the children's progress forward.
4. External observers – for quality assurance and determination of equality and consistency.

### **Dignity and Integrity**

- The relationship of the teacher with the pupil and the level of trust that exists between them is a vital factor determining the effectiveness of the feedback.
- A range of marking and feedback may be used to motivate and enhance self-esteem. It may be written, verbal or non-verbal.
- The teacher's facial expression and body language are crucial when giving verbal feedback.
- Feedback should contain elements of praise for achievement, within a culture of accepted constructive criticism.
- Teachers should look for opportunities to give verbal feedback in the presence of the pupil. The most effective marking is often done alongside the pupil rather than at a distance but this should not take up teaching time.
- If marked work is returned quickly to the pupil, the importance of the work is recognised and it is still sharp in their memory. The feedback may then be used immediately to improve the quality of their performance.

### **In short - feedback should**

1. be supportive
2. be consistent
3. involve pupils in target setting

### **Teachers must ensure that**

- **Marking is explicit:** Learning objectives and success criteria are shared with children and these are the focus of feedback, both written and oral. Learning Objectives are evident in every piece of work.
- **Feedback is clear and purposeful:** It is given promptly. Achievements are acknowledged and ways to improve are explicit.
- **Feedback is acted upon:** Children are given sufficient time to respond and work on corrections or next step targets. Any improvements are expected to be maintained.
- **Children have ownership:** Through clear expectations, and progress made, children are able to self and peer assess. They become responsible for checking and improving their own and other's work.
- **Marking symbols are used appropriately:** This ensures consistency across the school and children understand them.
- **Marking and feedback inform planning.**

### **Categories of feedback**

#### **Verbal feedback**

- This is the primary strategy used in EYFS and early in Year 1 but can be used throughout the school and is indicated by **VF**.
- This is effective in breaking bad habits and quickly dealing with easily rectified misconceptions.
- It should provide reassurance, check progress with reference to the success criteria, or may review learning as part of a plenary.
- It is understood that in **many Guided Reading lessons**, VF will be the method used.

#### **Written feedback**

- Marking should be done consistently and clearly throughout the school.
- The teacher's handwriting should be neat, written in the school's handwriting style and spelled correctly.

- It should be written in language appropriate to the individual child.
- It should facilitate progress and celebrate success by identifying strengths and giving direction to improve

Pupils should receive specific feedback about their work with a positive comment to celebrate success and guidance for improvement.

**Positives** are indicated by a tick. The comments following the tick must be worded in one of the following ways:

- I really like the way you have...
- Thankyou for...
- Well done, you have...

**Prompts for improvement** are indicated by an upwards pointing arrow. The comments following the arrow must be worded in one of the following ways:

- Please could you...
- Now you need to...

Teachers should mark each piece of work with one tick comment, and two arrow comments.

The first arrow comment must pertain to specific grammar or common spelling mistakes that have been made in the piece of writing, the second comment must contain advice (feed forward) to improve the content of the work.

√ I really like the way you have used short sentences to make the action feel exciting.

↑ Please could you make sure all the words which should end 'ing' say 'ing' not 'in' at the end

↑ Now you need to add some exclamation marks or description to make the reader feel shocked by the actions the characters are making.

(Teachers may want to give examples of the second arrow – e.g. “Oh no you don’t!” said Bobby. His face was violet with indignation, and his voice was like thunder as he stood in front of the tyrant. His lean arms were not so much folded as locked together.)

### Highlighting

In Maths and English lessons only, if the teacher feels that the LO has been achieved, s/he should highlight it in green. If it has not been achieved s/he should highlight it in pink. Parts of the body of the child’s writing may also be highlighted so as to further illustrate the part of the work pertaining to the ticks or arrows. For these types of mistakes, children may be directed to the exact place of the error in this way.

### Correcting mistakes in Mathematics

- Ticks for correct answers or any steps/working out which is correct. If all work is correct, the pitch or complexity of the work set needs to be raised at the planning stage.

- For incorrect answers, mark with a dot. Children should be given time to make the necessary corrections. If a misconception or lack of understanding is evident, this will inform future teaching and planning.
- Where children have corrected their errors, teachers should mark them with a  $\surd$  symbol. Where corrections continue to show errors, pitch needs to be lowered and planning needs to reflect this.

### **Children's response to marking and feedback**

- Children should respond / make amendments to every piece of feedback or marking in 'purple polishing' pen.
- Teachers need to provide the time for children to do this correcting at the start of each lesson (or at the end if more appropriate) and set high expectations for the quality of responses. The responses should be acknowledged / marked.

### **Photographic Evidence of learning**

- Where a photograph is used for evidence of learning, a comment could accompany it.
- In EYFS, the comment will be written by an adult.
- For KS1 and KS2, the child should write an explanation of what they have learned.
- This comment may then be marked or verbal feedback given.
- Teachers should always have regard to the school's Photography Policy.

### **Self/Peer assessment**

- Children's self-assessment against the LO and success criteria should be evident in books. This can be done near the LO by the child drawing simple smiley, straight or sad faces, or by a coloured dot in the traffic light colours, green for achieved, orange for 'nearly confident' or red to indicate that the child feels like he or she is struggling with this LO. Personal Targets should be evident in all books. Red or sad face self-assessment should always be addressed.
- When appropriate, children should feedback/support each other by peer marking to feedback on learning and achievement. This should be done in "buddy blue" (blue pen).
- Children are expected to respond to / correct work after peer marking as they would with teacher marking.
- Any self or peer marked work by the children needs at least the LO highlighting by the teacher.

### **Monitoring**

Adherence to this policy will be monitored and evaluated through triangulation and book scrutiny, both in house and as part of cluster/alliance meetings. We will share best practice and identify areas for development. All teaching staff will have chance to monitor and moderate work.

Any work that has not been taught or marked by the substantive class teacher/s will be marked as such – either 'Supply Teacher' written or stamped at the end of the work. It is expected that Supply Teachers will mark the work but it should be accepted that it may not always be marked according to school policy. Class teachers are not prohibited from marking Supply Teachers' work but are not generally required to do so.

### Marking & Feedback Code

Symbol	Meaning
	Correct response
	Incorrect response
	Improvement prompt
VF	Verbal Feedback has been given
✓T	Target met
I	Independent
TAs	Teacher assisted/TA support
✓C	Error has been self-corrected
S	Spelling Error

**“Together we shine as one”**