

Netherthorpe Primary School

Marking and Feedback Policy

Introduction

This document is a statement of the aims and strategies for marking and feedback at Netherthorpe Primary School. It also outlines the responsibilities of all staff members working to support the development of all children's learning. This policy should be read in conjunction with Teaching and Learning, Assessment and Reporting, Presentation and individual subject policies.

Rationale:

At Netherthorpe Primary School we believe feedback and marking should provide constructive feedback to every child, focusing on success criteria and improvement needs against WALTs (learning intentions); enabling children to become reflective learners and helping them to close the gap between current and desired performance. Much of the content of this policy is based on Shirley Clarke's research into assessment).

Aims:

Marking and feedback should:

- Be manageable for teachers.
- Relate to WALT/LI and success criteria, which are shared explicitly with children.
- Involve all adults working in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve all children in the same process (whether oral or written) to ensure equity across subjects and abilities.
- Take an ipsative approach (where attainment is based on that person's previous attainment) within the context of marking towards the WALT.
- Respond to individual learning needs, marking face to face whenever possible.
- Inform future planning and individual target setting.
- Be accessible to children (written or discussed in language that the children understand); developing the use of meta-language as children's understanding develops.
- Use consistent codes for marking throughout the school.
- Ultimately be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark wherever possible.

Values:

At Netherthorpe Primary School it is believed that effective learning takes place when:

- Pupils are valued as individuals and are actively involved in the learning process.

- There is an atmosphere of mutual tolerance and respect.
- Teachers have high, realistic expectations of their pupils' capabilities.
- The learning environment is stimulating, comfortable and safe.
- There is a shared understanding of expectations of behaviour.
- Time is spent ensuring that pupils have deep and meaningful learning experiences that extend beyond the superficial.
- All staff work together co-operatively in a mutually supportive manner putting the needs of pupils first and foremost.

Elements of Effective Practice in marking and feedback

Summative feedback/marking

This usually consists of ticks and dots (in place of crosses) and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

Formative feedback/marking

With oral feedback, in the course of the lesson, teachers' comments to children should focus primarily on issues about the WALT and success criteria and secondly, and in a positive manner, on other features.

Quality marking

Not all pieces of work can be 'quality marked'. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Wherever a task is open or narrative, feedback should focus first and foremost on the WALT and associated success criteria of the task. The emphasis on marking should be on both **success** against the WALT and **improvement** needs against the WALT. These should be identified clearly to children via use of success criteria. Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved. The format of this marking will vary according to subject and need.

Useful 'closing the gap' comments are:

- A **reminder** prompt (e.g. *'What else could you say here?'*).
- A **scaffolded** prompt (e.g. *'What was the dog's tail doing?'* *'The dog was angry so he...'*, *'Describe the expression on the dog's face'*).
- An **example** prompt (e.g. *'Choose one of these or your own: He ran round in circles looking for the rabbit/The rabbit couldn't believe his eyes'*).

Self-marking

Children should self-evaluate learning wherever possible. Children should be encouraged and aided to identify their own successes and look for improvement points as they become more familiar with the process.

Shared marking

Shared marking should take place regularly and highlight examples of where and how success criteria are being met and also where and how improvements could be made. Work used during shared marking should be with done so with agreement from the child. Shared marking should be whole class or group based and could be led by the class teacher, teaching assistant or pupil.

Co-operative Improvement

Children should be asked to mark a range of learning in pairs. The following points are important:

- Co-operative improvement will not be introduced until Key Stage 2, unless teachers feel younger children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the cooperative improvement in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc) follow the same principles in place for Learning Partner work.
- Each pair looks at one piece of work together at the same time, focusing together on identifying which areas of the success criteria are being met and which areas could be improved.
- After work has been marked in pairs pupils should draw a line under work with a ruler to show that marking has taken place up to that point. One of the aims of identifying which work has been cooperatively improved is to give pupils the opportunity to show that they are able to implement improvements from this point onwards.
- Work marked by children should still be reviewed and/or moderated by the teacher in order to improve the child's marking skills and to ensure that main areas of success and improvement are regularly identified.

Guidelines

- All lessons must include a WALT (learning intentions) and success criteria, which are shared explicitly with the children during the course of the lesson.
- Where possible, children should be encouraged to self-mark.
- Planning should allow time for pupils to review learning. This should take place regularly at the point in the lesson that it is most relevant.
- Wherever appropriate feedback is given orally. Additional adults working with an individual or group of pupils should communicate the content of oral feedback to the class teacher.
- When work has been distance marked (i.e. not with the child just after or during the lesson), time should be given for children to read and respond to; this includes pupils reading through teachers' marking comments and responding to them, for example by correcting a spelling or other error that has been high-lighted, and/or replying to a written comment. In order for marking to be formative, the information must be used and acted upon by the children.
- All marking, whether summative or qualitative should be completed promptly, usually on the day work takes place, and should be used to inform future planning.
- A green pen should be used to mark work.
- All comments should be neat, legible and easily visible.

- All comments should be written in positive language. Generally comments about the need to improve presentation should be given orally and outside the lesson.
- Supporting adults should mark work at the point of delivery with the child or summatively at the request of the class teacher after the lesson. All other marking should be completed by the class teacher or PPA/Supply teacher. This marking should include appropriate marking codes:
 - TS: with adult support
 - I: independent
 - VF: verbal feedback
 - S: supply teacher
 - CI: cooperative improvement.
- Marking practice will vary according to the age and ability of pupils.

EYFS:

- Mark work and give verbal feedback during teacher focus time, where possible.
- Use 2 stars and a wish to mark literacy work (literacy books) and labels with SC and next step section for maths work (profiles).
- In Literacy, allow time at the beginning of teacher focus to recap group or individual wishes from the previous session
- In literacy, tick each grapheme/ phoneme if correct provide correct grapheme where children have used a different one. i.e the word funny would be ticked if the child wrote “funee” but the correct grapheme would be wrote above as this is the grapheme the children will have been taught during phonics.
- The adult leading the group session is responsible for marking the children work and providing feedback both orally to the children, recording children’s understanding on a class assessment sheet and annotating the teacher’s copy of planning to inform future planning.
- Explicit feedback is given regarding being Super Active, Super Thinkers or Super Motivated, as appropriate.

KS1:

- Writing: 2* and a wish after a big piece of writing has been completed.
- Personal writing is marked with 2*.
- Maths: Tick the success criteria achieved and underline the aspects not achieved.
- Time is given in the morning to respond to marking.
- Y1 and Y2 shared marking takes place under the visualiser.
- Pupils begin to develop co-operative marking as a whole class in Y1 and working in pairs in Y2 as appropriate.
- A lot of verbal feedback takes place as much of the English and Maths learning takes place in smaller groups, enabling feedback during lessons.
- Video recording is used to provide feedback and support discussion for improvement for more physical/visual activities, e.g. P.E. dance and Drama.
- TAs working 1:1 or with small groups mark work and provide feedback to children; te content of this shared with class teachers.

KS2:

- Up to 3* and a wish are used during or after a substantial piece of writing.
- Personal writing is marked with up to 3* and a wish.
- Maths: Success criteria achieved are ticked; other SC become the focus of future lessons, as appropriate.
- Co-operative marking takes place regularly using the visualiser to show good examples of writing and to model identification of aspects of SC.
- Verbal feedback takes place regularly when the adult is working with smaller groups of children.
- Time is given in the morning to respond to comments.
- Video recording is used to provide feedback and support discussion for improvement for more physical/visual activities, e.g. P.E. dance and Drama.
- TAs working 1:1 or with small groups mark work and provide feedback to children; the content of this is shared with class teachers.

Monitoring

Work scrutinies that sample books and folders or other related work for each subject take place regularly during the course of the academic year by the SLT and relevant subject leader. General comments related specifically to the quality and quantity of marking and feedback are prepared by the subject leader and are shared with the whole staff; more detailed comments for each year group and/or individual class are shared with class teachers and can be discussed further via age phase meetings. If necessary, additional sampling of books will take place in age phase meetings in order to ensure quality and consistency across the school.

Policy reviewed: September 2015

Next review date: Autumn 2016