

“Don’t tell me you believe all kids can succeed. Tell me what you do when they don’t.”

Rick DuFour

This policy outlines the way in which children’s work is marked and feedback is given to them. It has been drawn up in consultation with, and is the responsibility of, all staff.

## **Rationale**

Marking and feedback is an essential part of planning, assessment, teaching & learning, and is provided for the direct benefit and improvement of children’s learning. Feedback is therefore undertaken by the teacher/TA to inform the child of the progress they are making and the targets they need to work towards. Responding to children’s work through constructive marking and feedback, acknowledges achievement, promotes positive attitudes and leads to an improvement in standards. Teachers will follow an agreed system and consistent procedures in responding to children’s work in order to give clear messages about their progress. To be effective, marking and feedback should highlight of what the child has done well, what area needs further development and how this improvement can be made.

## **Policy Principles**

Marking and feedback should:

- ✓ Be consistent throughout the school, with set codes and strategies in place.
- ✓ Be seen by children as a positive means to improving their learning.
- ✓ Be helpful / have value to the child.
- ✓ Involve all adults working with children in the classroom.
- ✓ Give clear strategies for improvement.
- ✓ Be accessible for parents and carers.
- ✓ Develop a culture which allows mistakes and risk taking.
- ✓ Allow specific time for children to read, reflect and respond to marking.

## **Policy aims**

We recognise that marking and feedback are crucial to the assessment process and when done effectively, can enable children to become independent and confident to take the next learning step.

To ensure that marking and feedback is effective, we aim to: -

- ✓ Ensure that teacher, TA and child are clear about the learning objective of a task and the success criteria.
- ✓ Give clear, unambiguous strategies for improvement which children are expected to act upon.
- ✓ Promotes high standards and expectations from both staff and children.
- ✓ Recognises achievements, presentation and effort.
- ✓ Ensure that children are encouraged to comment on and evaluate their work.
- ✓ Provide children with time to act on the feedback they are given.
- ✓ Ensure that feedback leads to accelerated pupil progress, and informs lesson planning and pupil support.
- ✓ Involves children in self-assessment activities so that they can reflect upon their own learning needs and are motivated to succeed.
- ✓ Encourages dialogue.

### Key features of effective feedback

- ✓ Verbal feedback is very effective.
- ✓ Pointing out successes and improvements against the success criteria has **maximum impact** on pupil outcomes.
- ✓ Feedback and marking should focus on the success criteria given.
- ✓ Children should be involved in the marking process.

### Marking Strategies

- ✓ **Verbal Feedback / Acknowledgement Marking** – We should always be aware that our spoken response to children’s work is a powerful form of feedback and marking. It very much helps us to focus on the ways in which children learn. We need to offer children evaluative comments on how well they are achieving the success criteria set, and make positive comments on how well they are tackling problems and tasks set. *When marking is done together with a child in this form, a V will be placed in a circle alongside the work. Verbal Feedback should be seen as a central part of teacher’s repertoire and key to raising standards of attainment at the Gedney Church End and Lutton St Nicholas Federated Primary Schools*
- ✓ **Quality Marking** – Not all pieces of work can be **Quality Marked**, although it is expected that some extended pieces are using the traffic lights against the Learning Objective for the lesson. This policy does not dictate how often work should be quality marked as this is down to the teacher’s discretion and dependent on the types of tasks set for children as well as the age of the child. It is not expected that teachers quality mark the same piece of work for all children as they may choose to do this on a rotation basis. It is a school expectation though that where children have written in draft form or it is an extended piece of writing, this should be quality marked so that children can use this advice to make improvements throughout the editing process. Within Topic/Science lessons where children have written at length through a cross-curricular approach, it would be appropriate for this to be quality marked so that children understand the importance of transferring writing skills across the curriculum. Within Maths, it is recognised that self and peer assessment, along with verbal feedback and teacher/child modelling, is a very effective approach to supporting and extending learning and children’s next steps. Therefore, within this subject this is likely to take the main approach to teacher’s marking to ensure children are making at least good progress. Where written feedback is used it may comprise of: -
  - Reminder prompt
  - Scaffolded prompt
  - Challenge prompt – this could be mathematical problems
- ✓ Staff marking should be positive, clear and appropriate in its purpose; it needs to offer constructive feedback. The outcomes need to inform planning, teaching, learning and future assessment. Children need to be able to read, understand and respond to comments.

- ✓ **Summative Marking** – This is a snapshot judgement on the standard of a piece of work. This method is often used at the end of a unit or through a test. It is only valuable if the information is used diagnostically. Information should be used to inform whole school tracking process. At the end of the academic year, summative tests will take place from Y2 to Y6. Y2 and Y6 children will sit SATs tests and children in Y3 to Y5 will sit NFER tests.

## Organisation and Practice

*At the Gedney Church End and Lutton St Nicholas Federated Primary Schools we have agreed to:*

- ✓ Ensure that children are always provided with a learning objective so that they are clear of expectations.
- ✓ Place the date and learning objective on a sticker/Activity Sheet which is given to the children at the start of each lesson, displayed in their English, Maths, Science or Topic Books. If teachers within KS2 also wish for children to write the full date in addition to the date provided on the LO sticker/Activity Sheet, this is perfectly acceptable.
- ✓ Use the 'Next Steps' marking and feedback strategy to ensure consistency across the school for the children.
- ✓ Provide verbal feedback wherever class discussion takes place or in a focused group with children responding to any such feedback in Green Pen.
- ✓ Provide effective feedback to children about their work. This may need to be adapted for younger children but still through the use of 'Next Steps'. This process will be formalised by the end of Y1.
- ✓ Create a system of codes which can be used as part of the marking process and which are consistent across the school- 'I' (independent) in a circle, 'TS' (Teacher Supported) in a circle and 'TAS' (TA Supported) in a circle.
- ✓ Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative, the information must be acted upon by children each lesson. This may take place before the start of each independent / supported / guided activity. Children should respond to feedback given in Green Pen so that it is clearly evident when children act on feedback given.
- ✓ Ensure that the school marking policy is displayed prominently within each classroom / intervention area. There will also be a version stuck into the children's books (English, Maths, Science and Topic) for their reference.

*When marking, adults at the Gedney Church End and Lutton St Nicholas Federated Primary Schools*

- ✓ Teachers will use a **black** pen, TAs will use a **purple** pen and Supply Teachers will use a **red** pen to tick, correct and make comments about the children's work. Children will respond to feedback in **green** pen.
- ✓ Ensure that a sufficient number of pieces are quality marked based on age of the child and type of tasks being asked of them.
- ✓ Ensure a series of Traffic Lights are drawn next to relevant statements on the LO sticker to reflect the children's achievements.
- ✓ Ensure a 'Next Step' will be drawn into the children's books with comments next to them which will adequately support and challenge that child's progress.

- ✓ Ensure foundation subjects are marked on a daily basis through acknowledgement marking, and a 'Next Step' where appropriate (especially where there is an English / Maths focus within topic work).
- ✓ Ensure that children responding to teacher's feedback is an integral part of daily teaching. Children will tick to say they read the feedback. The children will then initial when the feedback has been acted upon. Children will respond to feedback using Green Pen.
- ✓ A cross (x) will symbolise when a child's answer is incorrect.
- ✓ Choose to recognise a spelling error with 'sp', a punctuation error with a 'P' and a grammar error with 'G'. It is not possible or effective for the adult to correct every word or sentence, and from Year 2 onwards, it is expected that children will independently correct their own spellings using prompts from around the classroom or through the use of dictionaries. Spelling buddies may be used to support children being able to find mistakes within their own work. Children will be expected to correct spellings of common spelling patterns taught and common exception words which should be displayed somewhere within the classroom (see appendix 2 for further information).
- ✓ Circle reversed numbers or letters in work, with the correction orientation at the side showing the number/letter reversal to the child. Care must be taken how this is done for younger children or those with specific difficulties.

### **Outcomes for children**

They will:

- ✓ Have a consistent approach to marking which they are aware of.
- ✓ Know about the quality of their work through honest, targeted feedback.
- ✓ Have the courage to make mistakes knowing that these will be viewed as opportunities for improvement.
- ✓ Have the motivation to want to produce high quality and make progress.
- ✓ Understand exactly what is required to be successful.
- ✓ Be involved in assessing their work and identifying what they need to move on.

### **Staff Roles:**

Executive Headteacher:

- ✓ To ensure marking is consistent throughout the school.
- ✓ To ensure the Marking Policy of the school is being effectively implemented.
- ✓ To monitor the quality of marking.
- ✓ To ensure that adequate resources and training are available for development.
- ✓ To lead a whole school approach to marking and keep governors, staff and parents are well informed.

### **Senior teachers:**

- ✓ To set exemplar standards as examples in their own marking.
- ✓ Undertake scrutinies of marking throughout the Key Stage and report findings.
- ✓ Monitor and support teacher's marking and assessment of children's work throughout the Key Stage.
- ✓ Identify staff training needs for marking and feedback.



### **Class Teachers:**

- ✓ Have a thorough and up-to-date knowledge of the marking policy for the school.
- ✓ Use marking and assessment data to set 'Next steps' and give children clear and constructive feedback.
- ✓ Develop an atmosphere in which children are motivated to learn from mistakes and 'Next Steps' given from marking.
- ✓ Challenge and support all children to do their best, reflecting individual needs in marking.
- ✓ Ensure that the marking and feedback criteria is displayed in every classroom and children's books, so that all children are familiar with it.

### **Monitoring and Review**

Monitoring the standards of marking and feedback about children's learning is the responsibility of the Headteacher and Senior Leadership Team. This may be done in various ways such as classroom observations and work scrutiny. Feedback and Marking are seen as a highly important in ensuring that our pupils achieve their full potential and so monitoring of books and practice are taken very seriously. This policy will be reviewed every two years.

Policy Written – March 2018 Review March 2019

Bill Lord

Interim Executive Head Teacher

## The Gedney Church End and Lutton St Nicholas Federated Primary Schools Marking and Feedback

- ✓ The date and learning objective will be stuck into my book at the start of each lesson.

06.01.2018

LO: \_\_\_\_\_

- ✓ I can write in pencil or **green** pen, a teacher can write in **black**, a TA can write in **purple** and a supply teacher in **red**. I respond to my feedback using a **green** pen.
- ✓ At the Gedney Church End and Lutton St Nicholas Federated Primary Schools we use traffic lights to aid marking. The traffic lights are coloured on the sticker/Activity sheet to show where I have been successful. The teacher may ask me to self-assess how I think I had done

06.01.2018

LO: \_\_\_\_\_

The next steps give me a target to work upon for my next piece of work linked to the learning objective.

Before I start my work, I should read the 'Next Step' from the previous lesson. I will **tick** when I have done this. When I have achieved my next step, I will put my **initials** next to it.

- ✓ - This is correct    **X** – This is not correct, try it again.

## **Gedney Church End and Lutton St Nicholas Federated Primary Schools IDENTIFYING & MARKING BASIC SKILLS**

This document supports the Marking & Feedback Policy by providing staff, governors & children with a clearer focus as to when and how work should be marked when children make mistakes in basic skills.

### **English**

It is important that teachers identify children's mistakes with basic skills in their written work. This should happen when work is both quality marked or during acknowledgement marking. An error could be in **grammar, spelling or punctuation**. It is important that teachers use their discretion as to how often and how many errors are corrected. Teachers should consider what the error is, and what approach they should use to ensure that the child does not continue to make it. Firstly, can it be addressed by highlighting it within the 'Next Step' when quality marking work? Another approach maybe to use a post it note with the 'Next Step' written on it as a reminder prompt. The post it will then travel through the child's book until they have achieved it. It may be important though to consider whether there is a need for some direct teaching to move learning forward e.g. through guided group work. If the child's work presents many errors in grammar, spelling or punctuation; it would be most beneficial to identify which factor is slowing the child's progress. Then address this first instead of overwhelming the child with too many targets that they are unlikely to achieve. It is important to highlight to a child when they are making spelling errors and that is their responsibility to remove these errors from their regular work. The school focus on correcting spelling errors should focus on the following criteria: -

- 1) Children making mistakes against the words specified by the National Curriculum 2014.
- 2) Children making mistakes against spelling patterns / phonics sounds they have learnt.
- 3) Children making mistakes against key vocabulary for the lesson.

**We expect that children have time to go over and correct errors within spelling.** We also actively encourage the use of dictionaries within school to allow children to check spellings.



Children should see that writing is a lifelong skill that they must use in all aspects of everyday life. To support this we expect high standards of literacy skills when children write across the curriculum. Therefore, when a teacher quality marks science/topic work, they will make reference to the literacy skills when appropriate in either success criteria or 'Next Steps'. In terms of spelling mistakes in science/topic books we have the same clear expectations as we would within our English lessons. This being the same for teacher's correcting spelling errors and children have opportunities to go back over and correct mistakes. Within science/topic books, teachers should also have the same expectations about the way children present their work and keeping their handwriting neat, formed correctly and joined (if applicable).

Bill Lord  
Interim Executive Head Teacher  
March 2018 – To be reviewed March 2019

<p>Year 1 Common Exception words</p>	<p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p>
<p>Year 2 Common Exception words</p>	<p>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everyday, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>
<p>Year 3/4 Common Exception words</p>	<p>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</p>
<p>Year 5/6 Common Exception words</p>	<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice,</p>



	secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht
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