Marking and Feedback Policy

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Committee Responsible:	Curriculum & Standards Committee
Document Location	School

Version	Approved By	Date of Approval	Key Changes
1.1	C & S Committee	07/11/2018	Reviewed, no changes required.
1.2	C & S Committee	19/05/2021	Reviewed, no changes required.

1 Introduction

1.1 At St. Helen's C of E School we believe marking and feedback should not only inform the teacher as to children's progress but also enable children to know what they need to do to improve their work. We believe that children should be involved in the assessment and marking of their own work.

2 Objectives

2.1 We see that the purpose of marking and feedback is to:

- Inform the teacher of a child's progress and needs for future planning;
- Provide feedback to a child about their current work;
- Demonstrate the value of a child's work;
- Allow for self-assessment, where the child can recognise their difficulties and mistakes and encourage them to accept help and guidance from others;
- Enable children to understand what they need to do to improve.

2.2 All teachers will endeavour to make their marking and feedback effective and consistent by:

- Ensuring that all work has a clear Learning Objective (LO);
- Writing comments that relate to the LO, children's targets or the success criteria;
- Using different types of prompts to illustrate ways to improve;

- Providing regular time to respond to marking and feedback and make corrections or improvements;
- Use self and peer assessment strategies to evaluate work.

3   Guidelines – General Marking

3.1   At St. Helen's we believe that time needs to be spent reviewing children's work and then adapting plans in light of this review to ensure that we meet the children's needs. As a result, it is accepted that not every piece of work can be marked in great detail and discussed with every child. However, every endeavour will be made to mark all pieces of work at some level. General marking will include the following:

- **Dots** – every child self-assesses their work by putting a small dot next to the LO; Pink to show they have not understood, Orange to show they think they have understood and green to show that they have understood. Teachers then highlight the LO using the same colours to indicate how they believe the child has achieved in their learning. If the teacher has highlighted orange or pink, there must be a follow up comment/challenge to consolidate the child's learning.
- **Ticks and dots** – particularly in numeracy;
- **Symbols** – as indicated at the end of the policy;
- **Pink and green highlighters** – these are used to assess work according to the success criteria.   Success criteria are generated with the children and inform them on how to be successful in meeting the LO and must be used to evaluate the children's work.   The green must link to the learning objective and does not necessarily need a further comment. This should be for up to three pieces of evidence. The pink next step should be accompanied by a short comment linked to the success criteria (see prompts below) to help children improve their work. If the same issue is being highlighted in pink for a large number in the class, this comment can be given verbally and plans adapted to meet that need. Only one thing must be highlighted in pink.
- **Green pens and Purple Polishing Pens** – all marking by an adult must be in green. The children's responses to the marking must be in purple using their 'purple polishing pen';
- **Self-Marking** - when a child carries out the marking, they should use the '2 stars and wish' model. There is a proforma which teachers can use for this. If the child does well, the teacher ticks to confirm that they agree with their marking, or comments if they do not agree with it.
- **Targets** – if there is evidence in a child's work of their target, 'T' should be put in the margin on the line/section where it is. The children should also self-assess and put 'T' in the margin with a circle around it. The person marking the work will then highlight the child's self-assessment in pink, orange or green to indicate whether they agree.

4   Extended Marking

4.1   Both literacy and numeracy work will at times require an extended mark. In literacy and numeracy, this will be once a week. By extended, we mean punctuation, grammar, spelling (see marking spellings) and presentation. This does not need to be the same piece for each child.

4.2   On an extended mark, teachers will follow the teaching and learning guidelines (see Appendix 1)

5   Using Prompts

5.1   We use prompts to support the children with responding to their feedback. Examples are as follows:

- **Example Prompt -** for the child who has not achieved the learning focus **(pink)**

Example in literacy might be: LO: To use adjectives

The man walked along the beach.
Comment: Choose adjectives to describe the man and the beach.
The _____ man walked along the _____ beach. Old, ancient, tall, sandy, pebbly, wrinkled.
For this type of prompt you will give them the structure and provide them with options to choose from.

Example in numeracy might be: LO: Add 9 to any 2 digit number
Comment: Remember to add 10 to help you.
E.g. 43 + 9 =
43 + 10 = 53 and 53 − 1 = 52.

Now you have a go at these:
77 + 9 =
77 + 10 = ___ and ___ -1 = ___
45 + 9 =
45 + 10 = ___ and ___ - 1= ___

- **Scaffolded Prompt-** for the child who has achieved some of the learning focus but whose work is inconsistent (**orange**)

Example in literacy might be: LO: To include descriptive language.
Katie was in the jungle and smelt a snake's breath.
Comment: Tell me more about the snake, what did its breath smell of?
Here, you are asking them a question to extend their work further.

Example in numeracy might be: LO: Add 9 to any 2 digit number
Comment: Well done, but you sometimes added 1 instead of taking away.
Let's look at;
46 + 9 =
46 + 10 = 56 and 56 − 1 = 55

Now you try doing the same with these:
59 + 9 =
78 + 9 =

- **Reminder or Developmental Prompt**- for the more able child or one who has achieved the Learning Focus **(green).** These comments should still move the child on.

Example in literacy might be: LO: Write a character description.
Comment: Tell me more about James and what he is like.
This type of prompt just reminds them what you want them to do and asks for more detail. When writing prompts think **TED** (**T**ell me, **E**xplain, **D**escribe). TED comments need to be supported by a link to grammar development or the child's target.

Example in numeracy might be: LO: Add 9 to any 2 digit number.
Comment: Well done, you can add 9 to a 2 digit number, now have a think about how you could add 19, 29, etc. to a 2 digit number.
Try these ones:
65 + 19 =
49 + 29 =

6   Marking Spellings

6.1   When marking writing, teachers should focus on the spelling of key words that the child should be able to spell at this stage. Choose no more than 3 to focus on;

6.2   Underline the word with a wiggly line. Write the correct word at the bottom of the work. Ask the children to complete the correct spelling and then write them out 3 times in a purple polishing pen.

7   Symbols

7.1   At the end of a piece of work the following symbols will be used:

- G = guided by teacher or support staff
- S = support from teacher or support staff
- V = discussion of work has taken place
- ST = Supply Teacher followed by initials
- Spelling = wiggly line underneath word
- Circle = punctuation/grammar
- /\ = missing word/phrase
- // = new paragraph
- SA = Self-Assessed or use proforma
- PA = Peer Assessed or use proforma

In KS1, they will use 'P' to show punctuation and a 'C' for where capital letters are incorrect/missing.

8 Frequency of Marking

8.1 Marking may take place during the lesson, which allows for immediate feedback to an individual or group;

8.2 Staff will ensure that feedback/marking is provided for every piece of work so that the children can answer the following questions:
- How have I done in this piece of work?
- If I do not meet the objectives, what is the next step I must take to learn and improve?

9 Monitoring and review

9.1 Our assessment coordinator and Senior Leadership Team (SLT) are responsible for monitoring the implementation of this policy. We allocate special time for this task. The coordinator uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

9.2 This policy will be reviewed every two years or earlier if necessary.

Appendix 1: Marking and Feedback Guide to Teaching and Learning

Feedback Marking at St Helen's

Why high quality feedback matters:

"The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops of feedback'" – John Hattie, Influences on student learning

Education research provides conclusive evidence that the quality of feedback in learning plays a key role in ensuring pupils make good progress and learn well. However, feedback in itself will make little impact on learning unless it is actionable, specific and given in a helpful way. A school wide culture of giving, receiving and acting upon feedback promotes resilience, builds confidence and enables pupils to develop a 'growth mind set.'

The examples in this guide are designed to offer practical advice for Teachers at our school in creating a culture where feedback is at the heart of teaching and learning.

Our expectations:

At St Helen's, we expect all pupils to receive at least one piece of in depth feedback marking in Maths and English each week and for feedback marking to be applied in Science and other subjects on a regular basis.

Marking should always be linked to the learning objective, identify successes and an area for development.

Time needs to be planned in the day for children to respond to marking. We call this section of the day our 'Pause moments.' This could be at the same time each day, or flexible for teachers to use as they see fit.

All other work not marked in depth will support children's progress, by the teacher using our 'short marking code.'

The Shape of Feedback

The main principles about feedback at St Helen's is that it should be **kind, meaningful, motivating, specific and actionable.**

English Feedback

Feedback marking in Literacy should identify 2 successes and 1 area of development. This should be called the 'wish' or the next step in development.

Maths Feedback

Feedback marking in Maths should:

- Comment on effort, determination and attitude to learning
- Specifically reference to learning achieved and success criteria
- Reference to new learning and context
- Explicit task next steps linked to applying skills to new learning

Age-appropriate feedback

We do not believe that quality feedback must be long, or over complicated. Often the best feedback is concise and focussed. For younger pupils who are unable to read a teacher's comments, the learning should be marked and then read back to the children by an adult.

However, spoken or written, it is important that teaching identifies the correct type of next step matched to learners' developmental needs and builds towards children being able to apply skills and deepen their understanding of their year groups Age Related Expectations (AREs).

Summary of feedback expectations

PLANNED FOR IN ADVANCE: with clear learning intention, separate from the context

REFERENCES LEARNING: linked to clear and measurable process driven 'signs of success'.

PROVIDES AN ACTIONABLE TASK: which extends thinking, and links progress with the marking response

IS ALWAYS ACTED UPON: creating routine and shared responsibility for learning success, making progress visible

CAPTURES THE JOURNEY: pupil response builds dialogue between pupil and teacher

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