Padstow School
Marking & Feedback Policy

Date becomes effective: November 2017
Next review date: September 2018
Person responsible for implementation: Head of School
Author: Kate Whitford

This policy relates to the ethos of the school and has direct links with curriculum, planning and assessment.

How children's work is received and marked, and the nature of feedback given to them, will have a direct bearing on learning attitudes and future achievements.

Possible Reasons for Marking

- To recognise, encourage and reward effort and achievement, and celebrate success.
- To provide a dialogue between teacher and children and to clarify appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.
- To indicate how a piece of work could be corrected / improved against assessment criteria.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To identify pupils who need additional support / more challenging work and to identify the nature of the support / challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning intentions and levels achieved.
- To involve parents more directly in reviewing progress.
- To help with reporting to parents.

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

The Nature of feedback

Marking should praise but also give guidance, consolidation and challenge.

- Comments should refer to the learning intention of the task.
- Comments may form the basis of a discussion between teacher and child, e.g. reviewing targets set.
- Comments may be *oral* or *written,* formal or informal.
- Comments may be given to a group or individual.

Note:

Research has shown that immediate feedback is the most effective and is therefore more likely to be <u>ORAL</u> than WRITTEN.

Oral Feedback:

… is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions.
… is usually interactive and developmental. It may give reassurance or a quick check on progress.

When oral feedback is given, books MUST be annotated.

Written Feedback should be:

…legible and clear in meaning.
…developmental, i.e. children will find out how they are getting on and what the next learning step will be.

Notes:

Where written feedback is used, children are expected to read comments made on their work and it is essential that time should be made available for this.

Presentation:
Comments may focus on presentation of work – see Presentation Policy September 2017.

Specific Marking Procedures

English
Children are made aware of what they will be learning in the lesson and how the teacher will assess their achievement. **Feedback is therefore focused on the objective of the lesson.** In addition, feedback can be based on a child's individual target. General aspects of English which were not specifically part of the lesson, such as punctuation or spellings, may be addressed through marking codes or comments where appropriate. All feedback from adults should be written **in black or blue pen**. Adults must use the **school's joined handwriting style** where appropriate – but all written feedback to be **clearly written and legible**. FS / Y1 may use a printed style rather than joined.

We use a variety of methods for feedback:

• **Use of highlighters –**

GREEN TO GO!
We use green highlighter to indicate examples of where the child has met the intended learning objective. This should be supported by highlighting the appropriate section on

the Learning objective slips. Other positive contributions or successes can also be acknowledged in this way.

PINK TO THINK
We use pink highlighter to indicate areas for development. Examples should be highlighted within the work and supported by next steps comments from the teacher.

Children are made aware where appropriate that their work will be highlighted in different colours to show areas where they have achieved the objective and areas where they need to improve their work.

Time MUST be provided for children to respond to next steps comments and develop their learning.

Comprehension activities, closed activities or skills practise do not need to be marked with Green or Pink and will be at the teacher's discretion.

• **Oral feedback –** Immediate, oral feedback is highly effective but should be supported by written prompts or the use of marking codes. Oral feedback may be to the whole class, groups or individual. **Generic stamps are not to be used.**

• **Read Write Inc work:** to be marked daily by the adult leading the group. The class teacher should check and monitor books for all children in their own class on a weekly basis but daily comments are not necessary.

• **Children or adults should indicate, at the top of each piece of work, whether the child has: been supported by an adult - WS; worked independently - I.**

• **Evaluation by children:**

Children are gradually taught to evaluate their own work. With clear learning objectives and success criteria, children are able to judge how well they have achieved the objectives of the lesson. They are also able to then suggest ways to improve their own work. Children sometimes evaluate each other's work and they are encouraged to make positive, constructive and focused comments either verbally or in written form.

When and how we feedback to children:

Feedback is used to celebrate success and identify new learning needs or opportunities. This should be given as promptly as possible – either within a lesson or before the next lesson. We give children time to respond to feedback - for written feedback, this may be time at the beginning of the next lesson for children to read the comments made by the teacher and reply, for example by answering a question or corrected aspects of their work. For oral feedback, children may be given time within the lesson or in the next lesson to respond either verbally or through written improvements to their work. Where children evaluate their own, or each other's work, time is usually given in the lesson to edit and improve.

Marking codes:

These should be displayed on the front of each child's writing and skills books.

Teacher Marking code in the margin	Reason for mark
SP (and underlined)	Incorrect spelling
CL (circled)	Incorrect capital letter
FS (Full stops) (with an arrow)	Missing punctuation
^	Missing ^ word
.....	Success in relation to learning objective *for example*: Amazing use of adjectives.
.....	Think! What do you need to practise?
VF	Verbal feedback given.

Mathematics

The purpose of marking is primarily diagnostic. It will inform the day-to-day planning for the teacher. It will communicate to the child whether or not she / he is successful and will act as a motivator.

Comments are made to emphasise the open-ended nature of mathematics and will encourage the child to feel safe when tackling problems.

Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

General Marking Procedures for Maths

* Marking to be completed in black or blue pen.
* Mistakes and errors should be easily identifiable for children with a small pink highlighted line.
* Teachers may underline a section of work with pink highlighter for the child to improve using purple pencil.
* Children MUST be given time to look at previous work to check for any corrections, using a purple pencil, so these are clearly identifiable to others.

If pupils do mark their own work in class, the teacher should always check the books and make appropriate comments.

Throughout both Key Stages, at the end of each lesson, the children will assess their own understanding, using ☺, ☺, ☹. Children taking responsibility for their own learning is an excellent way for them to move forwards in their learning.

A marking code will be glued onto the front of Mathematics and English books:

Regular opportunities for self-assessment should be provided.

Children will be taught to put ☺, ☺, ☹, - where children self-assess themselves as having achieved the Learning Objective (☺), needing practice (☺) or help (☹).

Children will draw the face small and neat adjacent to the LO and, by Years 5 and 6 will progress to writing a brief note indicating how / why they need practice or help.

Foundation Stage:

In Reception class children regularly self-assess by showing thumbs up (meaning that they are confident) or wobbly thumbs (meaning that they would like more chance to practise their skills).

The majority of feedback to children in the Reception class will be through instant discussion with the child.

Before a small group or individual activity, the learning objective is shared with the child. Afterwards, when appropriate, the adult and child will discuss their progress towards the learning objective. The children are taught that a smiley face (drawn or stamped) means that they have achieved what was hoped. When relevant the adult will talk to the child about how to move their learning on.

Adult's comments and 'next steps' will be written in black or blue pen.

The nature of marking and level of discussion changes through the year as the children develop.

Adult feedback:
All written feedback to be clearly written in a neat, appropriate legible handwriting style. Black or blue pens only to be used.

Next steps marking – examples:

English :
- *Remember to check for missing punctuation*
- *Learn to spell: where   when*
- *Next time try to keep your sentences shorter so the meaning is clear.*
- *Remember commas in lists.*
- *Remember capital letters for Proper Nouns.*
- *Use capital letters and full stops.*
- *Remember to use your sounds for tricky words.*
- *Begin instructions with bossy words / Imperative verbs.*

Mathematics:
- *Try questions 3 and 5 checking your calculations.*
- *Please label the axis of the graph and give it a title.*
- *Remember digits are not separated by the place holder when dividing by 10. Now try: 156 ÷ 10 and 35 ÷ 10*