

Sandbrook Community Primary School Marking and Feedback Policy Autumn 2015

Introduction

At Sandbrook Community Primary School we take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking by individual teachers, and the age of the children is taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

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 their self-esteem and aspirations, through use of praise and encouragement
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies
- 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
- provide the ongoing assessment that should inform our future lesson-planning

Principles of good marking and feedback

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child, ensuring that the sentences are punctuated correctly with capital letters and full stops
- Be frequent and regular

- Provide information for the teacher on the success of the teaching
- Relate to the Learning Intention of the lesson set but also relate to basic skills in English linked to handwriting and spelling
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Be accessible to all
- Relate to literacy targets in all written pieces particularly those linked to basic skills
- Ensure children can actively demonstrate understanding of targets set
- Be consistent in all areas throughout the school

All teachers will adhere to the above principles and:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning intentions explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teacher's expectations
- Use children's work as exemplars
- Inform future individual target setting
- Allow specific time for children to read, reflect and respond to the marking and feedback given

Types of Marking

Verbal Feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given if related to written work using a V. See *Appendix 1* for marking codes.

Peer Marking and Assessment

We recognise that the following are important points to consider when getting the children to mark their work collaboratively:

- Children need to be trained to do this, through modelling with the whole class and watching paired marking in action.
- Ground rules need to be set (e.g. listening, interruptions, confidentiality, etc.).
- Children should, alternately, point out what they like first, using the highlighter pen, and then suggest ways to improve the piece, but only against the learning intentions and not spellings, etc.

- Pairings should generally be ability based and where appropriate could be 'Talk Partners (e.g. two middle, two higher or one middle and one lower together.)

Self marking/self assessment

Some children may sometimes be encouraged to mark their own work under their teacher's supervision. Children may also self-evaluate their learning by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing what the children can or cannot do. At the end of any written activity, children should be encouraged to draw a face to indicate how they feel about their work. This will then inform the teacher of what has been understood, partially understood or not understood.

Summative feedback/marking

This usually consists of ticks, crosses and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups. For example, weekly spellings and mental arithmetic tests can be marked by the children or their peers but must be checked by the teacher.

Formative feedback/marking

Some key pieces of work which form the basis of learning to be built on will have more in-depth marking than other work.

Assessment for Learning Marking

EYFS/KS1

1. Foundation and Key Stage 1 marking and feedback (*up to age related reading expectations in Year 2*) will have a much greater incidence of oral feedback, codes, stickers, icons, and marking/feedback within the lesson. Marking is age appropriate.
2. Faces are used (red, yellow, green) to indicate for all involved what has been understood, partially understood or not understood. This needs to be related to the marking taking place in Key Stage 2 and ensuring consistency in colours. Green if achieved, yellow if not secure and needs consolidating, red if a child showed lack of any understanding and did not meet the learning intentions set at the beginning of the lesson. Foundation Stage and Year 1 use green, yellow and red **all** smiley faces:



Year 2 use green, yellow and red faces:



3. Work will be marked with a code to show the level of independence – CT (class teacher support) TA (teaching assistant support) or I (independent). See *Appendix 1* for marking codes.
4. Teachers will comment on spelling and grammar if it is a spelling that all children should know and if it is something related to the child's target.

KEY STAGE 2

Subject specific – Core subjects

The core subjects –English, Maths and Science – should take priority in terms of focus on marking. The marking in these areas needs to be of a very high quality and should form part of the process of moving pupils forward with their learning.

Pupils should be given regular opportunities to peer-assess and self assess, particularly their work in Maths and their writing.

ENGLISH

Writing should be marked in detail, in the following way:

1. Close the gap marking is done through green and red pens. Green indicates the success(es) that a child has had in a piece of work, red indicates an area for improvement. The colours relate only to the learning intention and success criteria.
2. Highlighting should be done in a way which is clear to the child. Ticks in green to emphasise the positives and an arrow in red to identify an area for improvement. See *Appendix 2* for exemplars of good, detailed marking feedback.
3. Green should outweigh red in children's work.
4. Written comments at the end of the child's work clarify for the child what was good (green) and what could be improved or extended (red).
5. Children must be encouraged to assess their own work ahead of final marking using the face system from EYFS/KS1. An appropriate face must be placed next to the learning intention.
6. Teachers will comment on spelling and grammar if it is a spelling that all children should know and if it is something related to the child's target. No more than three spellings are corrected per piece of work. Children

use LSCWC (*Look, say, cover, write, check*) to practise each spelling (x3) and record this near to the teacher's corrections.

It is not expected that every piece of work will be marked in detail every day. A minimum of six books should be marked in detail daily, and the books chosen should change every day, ensuring that all pupils' books are looked at in detail over the course of a week. Where work is not marked in detail, there should still be acknowledgement of the pupil's efforts.

MATHS

1. Green indicates the success(es) that a child has had in a piece of work, red indicates an area for improvement. The colours relate only to the learning intention and success criteria.
2. Ticks where work is correct, crosses where mistakes are made.
3. A comment designed to cause the child to reflect on the work should be added. This may take the form of an additional, possibly more difficult question or further practice of the same if there is a simple mistake being repeated. Alternatively, a pupil might be asked to have another go at a question.
4. Where work is not marked in detail, there should still be acknowledgement of the pupil's efforts.
5. Children must be encouraged to assess their own work ahead of final marking using the face system from EYFS/KS1. An appropriate face must be placed next to the learning intention.
6. Teachers will comment on spelling and grammar if it is a spelling that all children should know and if it is something related to the child's target. No more than three spellings are corrected per piece of work. Children use LSCWC (*Look, say, cover, write, check*) to practise each spelling (x3) and record this near to the teacher's corrections.

SCIENCE

1. Science work should be marked against the objective, with some detail in the comments. It is often a good idea to ask a question to verify the pupil's understanding.
2. Close the gap marking is done through green and red pens. Green indicates the success(es) that a child has had in a piece of work, red indicates an area for improvement. The colours relate only to the learning intention and success criteria.
3. Teachers will comment on spelling and grammar if it is a spelling that all children should know and if it is something related to the child's target. No more than three spellings are corrected per piece of work. Children

use LSCWC (*Look, say, cover, write, check*) to practise each spelling (x3) and record this near to the teacher's corrections.

Subject specific – Non-core subjects

All work in books should be marked by way of acknowledgement by the teacher. It is not expected that detailed comments will be written in non-core subject books, although there will sometimes be times when the teacher feels it appropriate to do so. In particular, non-core subjects will sometimes link with core subjects (e.g. writing), so this is a good opportunity to give detailed feedback to move the pupils' learning forward.

MAD Time (Making A Difference)

When work has been marked away from the children, time must be set aside for the children to read and respond to your marking. Children are actively encouraged to tick or respond to the teacher's comment once they have read it or it has been read to them. This is known throughout the school as MAD time.

Maintaining High Standards and Expectations

Where a child has made little or no effort with his/her work it is not unreasonable to ask for the work to be repeated. This can be negotiated with the child before the work is repeated.

Frequency of marking and feedback

Marking and feedback is timely and regular. It forms part of a teacher's regular routines. In Upper KS2 in particular, the marking workload can be burdensome. Routines are built into learning time to allow for written and oral marking feedback within the lesson, for learners to mark their own work during lessons and for children to mark and discuss one another's work – this has the additional benefit of increasing the feedback dialogue between teacher and learner. Marking may take place during the lesson. This allows for immediate feedback particularly in mathematics or when spellings are being checked.

All work will be marked before the next session of that subject.

Monitoring and Evaluation

Members of the Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

