

Grimsargh St Michael's C of E School

A Marking and Feedback Policy

'Let your light shine' Matthew 5:16

Mission Statement

We believe feedback and marking should provide constructive feedback to every child, focussing on success and improvement needed against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Principles

Marking and feedback should:

- Be manageable for teachers
- Relate to learning intentions, which need to be shared with children
- Involve all trained adults working with children 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 (**written or verbally**)
- Allow specific time for children to read, reflect and respond to marking
- Involve children in the same process (whether oral or written) to ensure equity across subjects and abilities
- Take a positive approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention
- Respond to individual learning needs, marking with the child at times and at distance otherwise
- Inform future planning and individual target setting
- Be accessible to children
- Use consistent codes throughout the school
- Be seen by children as positive in improving their learning
- Encourage and teach children to self-mark wherever possible
- Reward children through house points, stickers, stamps and certificates for good achievement, commitment and effort.
- All work should be marked each day.

Strategies

Summative Feedback/Marking

This usually consists of ticks and 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. The self-marking process will be introduced in Key Stage 2 with Years 1 and 2 self-marking some tasks.

Formative Feedback/Marking

With verbal feedback, in the course of the lesson, teachers' comments to children should focus firstly on the issues about the learning intention and secondly, on other features. **When teachers have provided verbal feedback, they will write 'vf' on the the task.**

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 the task is open or narrative, feedback should focus in first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Focussed comments should help the child in "closing the gap" between what they have achieved and what they could have achieved. At least one piece of written work in a subject other than literacy, each week, should be quality marked. All writing in literacy work should be quality marked.

English Writing

1. Look for achievements against the learning intention. Needs to be marked with a tick (see marking code)
2. The use of the arrow to an open space on the page, will commence in Y2, to use one of the following prompts:
 - A **reminder** prompt (eg 'What else could you say here?')
 - A **scaffolded** prompt (eg 'What else was the dog's tail doing?', 'The dog was angry so he ... ', 'Describe the expression on the dog's face')
 - An **example** prompt (eg 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog could not believe his eyes')
3. In YR, Y1 and Y2 an underlined word will mean that there is either a spelling error, a zig zag line means that there is a grammatical error.
4. In Y3 upwards, words you think the child should know how to spell will be underlined. Do not correct all spelling errors, because children cannot effectively focus on too many things in one space of time.
5. In Y3 upwards any final piece of work will have all words corrected.
6. If a word is missing in a sentence to write an arrow for the children to insert the missing word when revisiting work at the beginning of the next lesson or improve the sentence.

Numeracy

Work to be marked with a tick or cross. If there seems to be many incorrect answers to stop marking and make a supportive comment for the child to act upon. The learning intention will be acknowledged by the Teacher. There should be some next steps comments in maths books.

Early Years

Marking is carried out alongside the individual as far as possible. Acceptable work is ticked and dated. Good work – on task to achieve learning intention is dated and stamped. Outstanding work achieves a sticker. The earliest emergent writing/pictures – children explain or retell the story and an adult scribes at the bottom of the page. Next stage is where the children use initial sounds of words – anyone who makes a mistake has an adult to rub it out and we work together. The more able children write phonetically – their expectation is that all initial sounds are correct, (CVC) are all correct and a plausible attempt at others. Staff intervene, rub out and child corrects CVC and any familiar words the teacher would expect them to know.

Self-Marking

Children should be encouraged to self-evaluate their own work. Children can identify their own successes and look for improvement points once the system is established. The plenary can then focus on this process as a way of analysing the learning. Editing and self-marking will be done in purple pen or pencil wherever possible.

Shared Writing

Using one piece of work from a child to mark as a class, at regular intervals, models the marking process and teaches particular points at the same time.

Paired Marking

Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Y5 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 paired marking in action.
- Ground rules (eg listening, interruptions, confidentiality, etc) should be decided.
- Children should, alternatively, point out what they like first, and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc. The 2:1 success to improvement ratio should be followed, to avoid over-criticism.
- Comments should be written on a post-it which can then be stuck in the book.
- Pairings need to be based on someone you trust – best decided by teacher.

- Pairings should be ability based.
- Encourage a dialogue between children rather than taking turns to be the marker, they should discuss each other's work together (eg 'I think this bit really shows how the character feels, what do you think?')

Organisation

- Our school will focus on oral feedback up until Y2. They will move onto written feedback when the child is at the stage where they can act upon the written feedback. Use codes when work has been distance marked. In order for the marking to be formative, the information must be used and acted on by the children.
- If work has been marked with written feedback, the first minutes of the lesson will focus on the child reading, digesting and acting upon the comment.
- Where possible, children should be encouraged to self-mark. The teacher will need to look over this work and write an acknowledgement.
- Green or black pen.

Marking Code

Starting Year	Code	Meaning
Y1	√	An achievement of the learning intention
Y1	we was	Underlined zig zag words mean a grammatical error
Y1	^	Missing word or adjective/adverb for improvement
Y1	?	An area that does not make sense
Y1	<u>rabit</u>	Underlined word indicates spelling mistake
Y1	○	Capital letter missing, then put in
Y1	SC	Self correct
Y1	VF	Verbal feedback
Y2	→	Arrow to a space for a prompt
Y2	D	Look in dictionary for correct spelling
Y3	Th	Look in thesaurus to find a more interesting word
Y3	//	New paragraph

Presentation

General

- Date on the first line, full form ie Tuesday 23rd May to be used in all work except Maths and Science from the end of Year 2. In Maths and Science the abbreviated version may be used ie 23.4.08. In Years 5 and 6, write the year, but with no day ie 23rd May 2008.
- Learning objective or title on second line and to be underlined with a ruler from Year 2. **Most Year 2 children will write this by the Summer Term.**
- Blue pen to be introduced at the beginning of Year 3 for handwriting for better writers. Pen to be used for work in Years 5 and 6 at the discretion of the teacher.
- All diagrams should be labelled in pencil and illustrations titled, lines to be drawn with a ruler.
- Correct joined letter formation is to be encouraged at all times, attention being drawn as appropriate, to ascenders, descenders and joins. There should be no capital letters in the middle of words.
- Work to be ruled off when completed.

Mathematics

- Work should begin with learning objective where appropriate
- Pencil to be used.
- In KS1 children will be introduced to recording work in squared books, 1 number per square.
- All straight lines should be drawn with a ruler.
- By the end of KS1 it is expected that children should be capable of presenting their work neatly where appropriate.
- Correct units of measurement should be included in answers. Working out should be shown where appropriate.
- Where the teacher considers it appropriate and necessary for children to do corrections, the incorrect answer should be left and the correction written nearby. The habit of erasing the incorrect answer and replacing it should be discouraged.

Coronavirus

In line with risk assessments for Coronavirus, teachers are encouraged to mark tasks in school and where possible avoid taking marking home.

During the pandemic, homework is set via the school website and See-Saw. Teachers will acknowledge receipt of homework using See-Saw with 'like'. Individual staff may chose to provide a comment about next steps, if they feel it is appropriate. Please refer to the homework policy for detail homework.

Reviewed September 2020

We anticipate that the teaching staff will work with Mr Booth to refine this policy in Spring 2020)