MARKING AND FEEDBACK POLICY

School Mission Statement

At Garstang Community Primary School we treasure each and every one of our pupils. We create inspirational learning opportunities in a vibrant, supportive environment in which our pupils grow together and are excited about their future in an ever changing world.

Aims

- We recognise the individuality of each of our pupils and nurture them emotionally, socially, spiritually, morally and culturally.
- We create inspirational learning opportunities within an exciting curriculum which equips our pupils with the skills and knowledge needed to be successful in a dynamic world.
- Our pupils become enterprising, inquisitive young people with high expectations of themselves and a lifelong love of learning.
- We develop strong partnerships with parents, creating an atmosphere of mutual trust, and working together to provide the very best for our pupils.
- We create opportunities for our pupils to be active participants in the local and global communities and to develop an understanding of their place in the world.

Policy created: April 2015

Date reviewed	Changes made	Signed
September 2016	Amendment to some wording for clarification. Change to marking pen colour	S A Reeves

GARSTANG COMMUNITY PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

This policy complements the Learning and Teaching policy at Garstang Community Primary School. It is a vital component in maximising the full learning potential of all our children.

Principles

- Marking and feedback should be both effective and efficient. Its main purpose is to promote learning and maximise potential.
- Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults
- All adults working with children should give feedback on their learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or verbal
- It may be immediate or reflective (ie. working with the child or marked away from the child)
- Children should be given opportunities to respond to marking and feedback as soon as possible after it has been given, where response will lead to an immediate improvement, or important learning opportunity.
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels
- It should also take into account children's targets and their progress towards these
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning
- Detail and quality of feedback will be consistent across the school (monitored by (SLT)

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:
- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc.)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson

- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement
- Feedback and marking given will inform planning for learning

Marking Strategies

Approaches:
- **Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this is noted on the children's work with the symbol VF
- **On the spot feedback** – is given constantly and will not necessarily be recorded.
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:
- Will the feedback improve the learning outcome for the child?
- Will there be an opportunity for the child to reflect on the feedback?
- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments?
- **Self –assessment and evaluation –** pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement

Prompts

This section conatain examples of prompts teachers may wish to use.
Closing the gap prompts:
- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

e.g. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a ……………… monster. With teeth like……………

Example prompt: Instead of the word 'bad' you could use:
- Terrifying
- Ferocious
- Spine-chilling

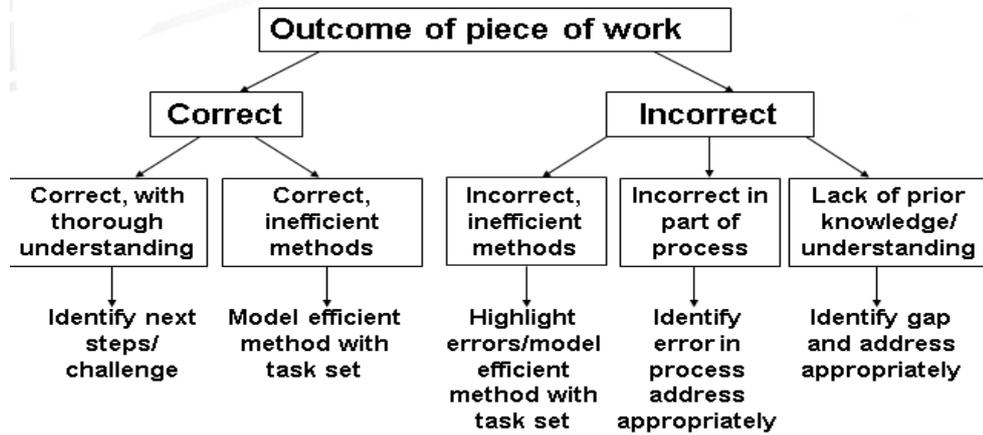e.g. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.
Scaffold prompt: 3 bags of sweets at 25p each. Instead of 25+25+25= you could do 25x ? =
Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - 6x10= or 10x6=

Expectations

- All work will be marked by as soon as possible after the lesson
- Detailed feedback and marking will be given only where doing so will improve the learning outcome for the child. There is no set pattern as to how often this will happen; rather this is left to the teacher's professional discretion. Marking should not be overwhelming for the pupil.
- Teachers will use their professional judgement to decide whether improvement marking will move a child's learning on. The teacher should ask themselves 'If the child repeated this exercise, would the feedback lead to an improvement?' Any work given such detailed feedback must be reflected on by children and time given to them to produce a response.
- Children will be encouraged to initial or tick any written comments in KS2 to show they have read them.
- In KS1, an adult will tick or initial when feedback has been shared with a child.

- In writing:
    - Written work will be marked using highlighters, which will be a visual cue for the children. Where the child has achieved the learning outcome, examples will be highlighted in pink (Tickled Pink). Areas to work on will be highlighted in green (Green for Growth) – this will usually be a sentence or short section for the child to work on.
    - Teachers may choose to mark only a section of the work with highlighters, depending on the task.
    - A key will be given on the opposite page or the learning objective will be highlighted in pink:

        Tickled Pink Great use of sentence openers here – well done!

            Rewrite this section with a more effective opener

    - Improvement will be acknowledged with a smiley face or tick.
    - Spelling, grammar and punctuation errors will be marked using teacher judgement, in all subjects.

- In mathematics:
    - correct answers will be ticked, but incorrect attempts will be marked with a cross and misconceptions dealt with by teacher with pupil as soon as possible (if possible, during the lesson)
    - Children must not rub out answers marked as incorrect – rather they should do the reworking next to the sum or where room allows.
    - Improvement marking in maths varies depending on the types of mistakes which are made. The following flow chart can be used to decide upon the marking needed:

Outcome of piece of work

Correct		Incorrect		
Correct, with thorough understanding	Correct, inefficient methods	Incorrect, inefficient methods	Incorrect in part of process	Lack of prior knowledge/ understanding
Identify next steps/ challenge	Model efficient method with task set	Highlight errors/model efficient method with task set	Identify error in process address appropriately	Identify gap and address appropriately

- In other areas of learning
    - Feedback and marking needs to acknowledge progress towards the learning objective
    - When writing has taken place, this needs to be marked with the same rigour as any longer/independent piece of writing.
- Quality marking will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for development.

Review

This policy was written in April 2015 and will be reviewed annually

Marking Codes – KS 1/SEN

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher.

I – independent work completed by the child

S – support given

G – guided group work

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

Teachers' written feedback is given in in green and pink pen, as above. Positive comments will be written in pink, developmental points in green.

Stamps, stickers and **smiley faces** to be used to encourage, acknowledge good work and learning objectives achieved.

Marking Codes – KS 2

VF – Verbal feedback. There has been verbal dialogue about the work between the child and the teacher.

I – independent work completed by the child

S – support given

G – guided group work

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

Teachers' written feedback is given in a contrasting colour to the children's work

Stamps, stickers and **smiley faces** to be used to encourage, acknowledge good work and learning objectives achieved.

Sp	Spelling mistake – sp over the word, correction on the opposite page or underneath the work. – correct spelling written out three times
P	punctuation
~~**G**	grammar
/	new line
//	new paragraph

Anyone marking work other than the class teacher must initial the work they have marked.

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned

I think I will

I never knew

I discovered

I was surprised

I still wonder

I have learnt

Next time I could

I now know

I found...difficult because ...

I solved ... by ...

The best example of ... is ...

I like the way you ...

... is effective because ...

You could make your work better by ...

Have you thought about ...

If we look at the success criteria we can see ...

Next time you could ...

Peer Marking
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:
- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching sin the primary years. Planning and Assessment for learning p64)