

BALLIFIELD PRIMARY SCHOOL

FEEDBACK AND MARKING POLICY

Important messages

Commission of assessment without levels 2015

Good practice

Pupils should be given high quality feedback to support and involve them properly in their learning. When visiting schools the Commission has seen pupils who can articulate what they have learned and how they need to progress – not in terms of a defined rubric, level or target, but by demonstrating a real understanding of where they need to focus their efforts, gained from effective question and answer between the teacher and pupil.

Ofsted Handbook 2016

*Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.*

Policy Aims and Vision

1. That we show that we value children's learning.
2. That marking is an effective part of the process of **planning, monitoring, assessing** and **evaluating children's progress** and contributes to **high quality teaching and learning**.
3. That marking is part of the process of motivating children and building in them the aspiration to be successful learners.
4. That the marking load of all staff should reflect the need to maintain a good work/life balance.

The Purposes of Marking

When marking each child's work we are clear as to the purpose for marking of that piece. The purposes for marking are to:-

- Monitor
- Motivate
- Specify attainment and give the next step for progress

The teachers will decide which form of marking is best suited to and matches the outcomes produced by the children.

The Marking Process

We recognise the importance of marking work with the child but that this is not always possible, or verbal feedback may have addressed a misconception or added a layer of challenge. Pupils will receive feedback verbally and from peers and teaching staff. Pupils will also self-evaluate against the success criteria where appropriate.

- ✓✓ in margin: this is to be used by staff to highlight when the child has made progress within the outcomes, e.g. correct use of a complex sentence or ambitious vocabulary. It may, but does not have to, link to the learning objective. It can be cross-referenced to success criteria and further impactful marking (see appendix).
- Underlining Green for growth: is to be used to indicate a specific sentence/vocabulary/part of a text which needs improving. This is not to be used for whole sections of work. It needs to be specific as to what exactly needs improving – sentence starters, punctuation etc. It should be evident that children are responding to this feedback and editing work accordingly.
- It is considered good practice for highlighting to be done during the lessons for instant feedback, as well as during dedicated marking time.
- Teachers will plan in time so that the children can respond to marking and move their learning forwards.
- Marking can establish a learning dialogue with the children.

Marking for Monitoring

Some work is marked to inform teachers, children and parents that it has been seen by teachers and to show whether the task has been completed satisfactorily. Where this is the case the work should be ticked at the bottom by the teacher and a brief comment added if appropriate or a sticker may be used to indicate the success of the piece. The ✓✓ and green underlining could also be used if appropriate. Marking needs to be clear, consistent and readily seen by others.

Marking to Motivate

Some work is marked with the express purpose of motivating children and may comment upon the effort put into the work. We believe there is a real benefit to doing this. This work should have a brief positive comment added or a sticker, stamp, a simple symbol or a reward.

Marking to Specify Attainment and Give the Next Steps for Progress (Impactful Marking)

Impactful marking is an opportunity to focus closely on the attainment of a group of children and to give them guidance on the next steps for progress – children should receive this **at least once a week in writing and maths**.

In **English** impactful marking should be directly related to the key learning objectives of a lesson, which should be recorded at the beginning of the piece of work as either a learning outcome or success criteria. Success criteria can be negotiated with children or implicitly taught previously so that children should be able to articulate their understanding.

Feedback should provide the following in a form appropriate to the child's age and ability:

- A concise indication of where children have met the learning objective or success criteria
- Give a clear and concise next step for progress.
- Provide a concise prompt/question/challenge for improvement which can be acted upon by the pupil.
- Provide rapid (next day) opportunity to respond (see Appendix 3 for ways of engaging children in feedback).

In **maths** impactful marking should be directly related to the key learning objectives of a lesson, which should be recorded at the beginning of the piece of work as either a learning outcome or success criteria. Children should be able to articulate their understanding of them.

Feedback should provide the following in a form appropriate to the child's age and ability:

- A clear and concise next step for progress using models and images where possible or alternatively provide a further question or challenge (possibly in a different context through a challenge to consolidate learning further.
- Provide a concise prompt/question/challenge for improvement which can be acted upon by the pupil. i.e. '*Line up your digits in the correct columns to show the place value.*'
- Provide rapid (next day) opportunity to respond and ensure responses do occur.

Response to Marking

Children should be given time to **respond** to the teacher's marking and comments e.g. time to practice skills, respond to marking, improving spellings. **This must be planned for** and occur as soon as possible after the marking has taken place for it to have the required impact. The teacher must ensure that they find evidence of impact over the following days (see appendix for methods of engaging children with their feedback). In KS2 children will respond using a **blue pen** in order for amendments and improvements to be easily identified.

Quality marking is a valued and valuable part of the process of teaching and learning, but can be time consuming. In our school we use marking methods such as symbols and abbreviations which reduce the amount of writing needed but are clearly understood by the children.

Impactful Marking should be used in each Key Stage as follows.

Foundation Stage

Key learning focuses from ongoing observations will be targeted each week and identify the next steps for individuals or groups.

Key Stage 1&2

Children should have at least one piece of 'impactful marking' each week in literacy and numeracy.

Tools/Equipment

- **Black pen** is used by the **children** as soon as the class teacher decides their handwriting is ready. Until then pencil will be used.
- **Pencil** will be used by children in **maths books**.
- **Blue Pen** will be used by the **children** to respond to any advice **improvements or corrections** indicated by the teacher.
- **Green pen** will be used by **staff** to mark the children's work.
- **✓✓ in margin** indicates when a child has done something they should be proud of.
- **Green underlining** indicates green for growth, the piece **could be even better if...**

Monitoring and Evaluation

Marking will be monitored and evaluated by the Senior Leadership Team and subject leaders as part of the monitoring and evaluation cycle.

Books may be shared within the phase meetings and in pupil progress meeting if specific points or outcomes need to be evaluated or actions responded to. We use locality moderation meetings with other primary schools to hold professional discussion quality assessment judgements. Quality of books will be judged against advice given in the Ofsted handbook.

The individual outcomes of these evaluations will be fed back to the staff by a member of SLT and individual meetings will be held with teachers throughout the year.

Home Learning

It is important that teachers check the completion of homework to a satisfactory level; however the work will not always be marked in detail.

Supply staff

Supply staff should follow the marking policy as set out above. All marking done by supply staff should be indicated as such with SUPPLY written on the top left hand corner of the page.

Appendix 1

Marking symbols

The following simple codes for proof reading are recommended: -

- Verbal Feedback denoted by **VF**
- Reward awarded **R**
- Independent **I**
- Teacher Assistant supported work. **TA**
(TA's may be asked by the teacher to initial, particularly if a number of TA's work across a phase.)
- Supply Teacher taught this lesson **SUPPLY**
- **Spellings** should be underlined with a wavy line and **sp** written in the margin.
Spellings should then be corrected by the child 3 times at the bottom of the page in blue pen. This will differ between key stages and be representative of an individual's stage and age.
In KS2 the children may be required to locate the word in a dictionary / word-bank in order to make corrections independently.
- A piece of punctuation is missing or wrong **P**
- A word or phrase is missing **Λ**
- Capital letter missing **O**

Appendix 2

Advice and Principles

Marking in all subjects should be in line with the aims and purposes of this Marking Policy. The following guidelines indicate good practice in the marking of particular work. It is important that each teacher uses the school marking code for a consistent approach and that children understand what these symbols mean and why they are in their books.

General

Where work is below the standard you could reasonably expect from a particular child a comment showing this can be made with a suggestion as to how this could be improved.

Whilst most marking will be carried out by teaching staff, it is expected that a teaching assistant will make responses to work within groups or interventions where they have been leading the learning. The TA should indicate that they have made the comment by using the symbol **TA**.

Marking Principles

- In Key stages one and two, roughly 3-5 spelling or grammar errors might be marked and an age level appropriate comment added if required. *Spelling improvements must be focused around high frequency words, common exemption words, age appropriate spelling patterns, and then more complex topic words.* This may in key stage 1 differ between key stages and be representative of an individual's age and specific need.
- Spelling tests: correct spellings should be marked with a tick or peer assessed if appropriate.

Tips for Good Practice

- Marking should (if possible) be done during the lesson with the child – it is considered good practice to see teachers underlining or making comments as they move around groups within the class.
- A good use of TA time is for them to mark with the child giving them purposeful feedback and also model how to respond to teachers' comments.

Appendix 3

Engaging Children with their Feedback

Instead of...	The teacher...	The pupil...
Writing annotations in the body of the piece of writing and giving an extensive overall comment	Only writes annotations in the body of the piece of work.	Writes an overall review comment identifying two strengths and an area for improvement.
Writing annotations in the body of the piece of writing and giving an extensive overall comment	Only writes an overall comment.	Annotates the areas of their work where the strengths mentioned are apparent and where improvements need to be made in blue.
Writing extensive comments.	Highlight on a success criteria one area of strength and one area of development.	Works to improve the one issue identified.
Marking every question or part of a piece of writing in detail.	Only mark the highlighted questions in detail.	Marks (or peer marks) the work before it is handed in, indicating two areas where they feel they would most like help. They can also give a reason.
Writing the same explanation on every piece of work when the same mistakes are being repeated by numerous children.	Go over the question/problem again in class with everybody giving verbal feedback.	Writes their own corrections in blue.
Giving all feedback in books.	Write feedback on a separate piece of paper or a post-it note and distribute the feedback amongst a table.	Reads the feedback and matches it to the correct piece of work. Peers also get to read other work and other feedback which might benefit them.
Writing 'Well done, you have clearly...'	Put a double tick next to the best parts of a pupil's work.	Must add the reasons as to why they think they deserved the double tick.
Writing out a full solution when a pupil gets a question wrong.	Writes a hint or tip.	Writes their own corrections in blue
Writing 'Remember to...'	Writes 'Go back and change/correct...'	Goes back and makes alterations in blue rather than make an abstract note-to-self!
Giving back work and moving straight on... Give the children time to close the gap between what they have produced and what your feedback will allow them to produce now; not next week/month/term.	Ask the children to put a tick next to your comment if they know how to improve and a question mark if they don't. Give them directed improvement and self-reflection time.	Pupils read and start to engage with marking working in pairs to resolve the question marks before starting the identified improvements. Paired work before asking you for help is good practice and reduces your workload.