

MARKING & FEEDBACK POLICY 2018

Checked by: Curriculum Committee

This policy is a vital component in maximising the full learning potential of all our children.

Principles

- 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 appropriate to the children's learning
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written or / and oral
- It may be immediate or reflective (i.e. working with the child or marked away from the child)
- Where appropriate children should be given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback should identify where children have been successful in their learning and highlight 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 may also be commented on, as appropriate, according to the children's stages of learning.
- Feedback and marking will inform planning for learning.

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 e.g. clear, focused learning objectives; success criteria which support these where appropriate; appropriately differentiated learning activities etc – shared with the children.
- Skilful open ended 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 – “Why? What if? How do you know?”
- 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 – dependent upon age.

- Staff should walk the floor to impact upon learning.

Marking Strategies

Approaches: It is assumed that children will be working independently unless stated in the feedback and marking by teachers.

- **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.
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child.
- **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.
- **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). Emotion faces will be used to self assess and when appropriate children can add an explanation of their choice.



- **Writing**
In writing, colour coding can be used – Rainbow writing in KS1 and lower KS2
From Year 1 to Year 3 we are developing the use of Rainbow Writing strategy to develop children’s writing. The marking of writing using this strategy focuses on responding to key areas that have an immediate impact on writing. The following coloured dots are used to indicate / mark / respond to the target areas:
Red Punctuation
Yellow: Openers
Green: Connectives
Blue: Wow words
- **VCOP** grids can be used to evaluate writing in KS2 – The following colours respond to the key areas of punctuation, openers, connectives and vocabulary.
Red Punctuation
Yellow: Openers
Green: Connectives
Blue: Vocabulary
- **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.
- **Peer and self-assessment should work hand in hand.** At the end of each writing and maths session children should either peer or self-assess, and as and when appropriate in other areas of the curriculum.

- **Marking against the Learning Objective**

If the Learning Objective is achieved – Emotion faces are stamped next to the LO and the smiley face is ticked. A comment can be made in relation to the LO



If the LO is partially achieved – Emotion faces are stamped next to the LO and the middle face is ticked. A comment can be made in relation to support required and / or further examples to help fix the misconception.



If the LO is not achieved – The faces are stamped next to the LO and the sad face is ticked. A comment is made in relation to the support required and / or further examples to help fix the misconception. This may lead to additional support, intervention, 1:1 work.



- **In English / written work in any subject –**

When we teach English / written work, we aim to ‘walk the floor’ so that misconceptions are quickly picked up and addressed.

- Writing opportunities will be marked and where appropriate feedback given on all pieces of work in line with our system of stamps and prompts.
- Writing tasks should be quality marked in relation to the learning objective as stated earlier.
- Planned independent writing opportunities, completed as part of cross curricular work, should be quality marked in line with the marking policy.

- **In Mathematics**

When we teach Mathematics we aim to ‘walk the floor’ so that misconceptions are quickly picked up and addressed.

- Correct answers will be marked with a tick.
- Partially correct working out may be annotated to show where the error occurred.
- Incorrect answers will be marked with a ‘x’ or ‘c’ for corrections to be done

- **In other areas of learning**

- When we teach all areas of the curriculum, we aim to ‘walk the floor’ so that misconceptions are quickly picked up and addressed.
- Feedback and marking needs to be in relation to the learning objective
- When writing has taken place, this needs to be marked with the same rigour as any piece of writing in an English/extended writing session.

Stamps.

Face stamps are used as directed in the policy.

Marking codes - These are the codes that can be used during marking and feedback

Marking Codes – Reception

In Reception marking is given verbally and instantly to the pupils. Comments will be constructive and positive relating to the objectives/success criteria introduced in class. Visual symbols will be introduced to specific children dependent on their individual progress (usually towards the end of the reception year). These symbols will provide children with prompts for their next developmental target.



= remember to leave finger spaces

CL = remember to use capital letters

● = remember to use full stops

☺ = worked well towards target/objective/task



= remember to use your phonic/sound knowledge when writing words

All staff will be involved in marking and providing feedback. Staff will mark writing according to the following key

VF = verbal feedback

Ind - work produced independently

WS = child supported by an adult with the work produced

For work produced in areas of continuous provision, where possible staff will annotate and date drawings, writing, photos and observations.

Marking Codes – KS1 –

It is assumed that children will be working independently unless stated in the feedback and marking by teachers.

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

WS – With support / Guided work

Supply – supply teacher – teacher to initial.

? - Incorrect grammar or to indicate that the sentence does not make sense.

Marking Codes – KS2 – as above plus

Sp Spelling mistake

P Punctuation -



Circle where missing/incorrect punctuation if appropriate.

For example

river Nile **becAuse**

CL capital letter

^ word missing

NP new paragraph

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