

# **Marking & Feedback Policy**



**October 2019**

## **Policy Statement**

Roseberry Primary & Nursery School has developed an approach to feedback based on the question ‘why are we giving this feedback?’ Recent research on effective feedback has been taken into account as well as DfE toolkit advice on reducing workload and improving staff well-being.

Providing feedback should utilise our time and energy to make a greater impact on the lives of our children. The two main reasons for giving feedback are:

- To motivate the child
- We can see an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child’s understanding or ability to do something

## **Objectives**

This policy gives guidance to staff on the purpose, types and frequency of marking. The aims of this policy are to:

1. To raise standards of achievement by identifying examples of success in a child’s work and areas for development.
2. To raise self-esteem by providing positive feedback and establishing a ‘can-do’ culture.
3. To support the teacher in assessing a child’s progress and to inform future planning and interventions.
4. To ensure visible progress is made following teachers’ marking.
5. To encourage self assessment, thereby developing the pupils’ understanding of the learning process and developing independence.
6. To provide a consistent and progressive approach to marking and feedback throughout the school.
7. To provide children with the opportunity to respond to verbal comments/suggestions for improvement made by the teacher.
8. To reduce workload in order to ensure teachers are at their best when teaching their classes. (It is unacceptable to have the teachers writing more than the pupils.)

## **General Points**

- All written feedback to be done in red ink.
- When self assessing and making improvements based on teachers’ comments, pupils will use green ink.
- Teaching assistants will initial work they have delivered during PPA sessions.
- Supply teachers will sign work and mark with ST
- Other adults e.g. trainee teachers will also initial any work they mark.

- If feedback is not given during the lesson, staff should endeavour to complete it before the next session of that subject.
- No alterations/amendments should be made by the pupils after marking (unless in green ink) i.e. rubbing out or writing over the top of letters or numbers.
- All work will be classed as independent unless marked G for guided work or S for supported work.
- There is an expectation that all staff will provide feedback on basic punctuation in all subjects.
- Marking codes should be displayed in classrooms (as appropriate).

**NB It is important that teachers adhere to all of the above to ensure consistency for the child throughout their school life.**

## **PRESENTATION**

Roseberry aims for all pupils to take pride in their work and therefore this should be a focus for all subjects. See Presentation Policy and Handwriting Policy for separate guidance. Teachers should not accept work which is not at the expected standard or below the capabilities for the child.

## **GRADES**

Scores and marks do not inform pupils what they need to do to improve but may have a place to demonstrate pupil progress e.g. spelling tests.

## **VERBAL FEEDBACK**

Research has proved that oral feedback is more effective than distance marking and, therefore, staff should aim to give verbal feedback so that pupils may act upon it immediately. This may take the form of stopping a lesson and making whole class teaching points to demonstrate successes and address any misconceptions.

- Staff to mark **VF** at appropriate point in work when verbal feedback was given.
- Feedback should comment on the work completed so far but may also focus on ways to continue when the teacher has moved on.
- When appropriate, key word marking should be used to summarise the discussion with the pupil e.g. full stops, adjectives, connectives, evidence, compare, quotations, place value, number line, etc.
- KS 1 & 2 pupils to make any suggested amendments/improvements in green ink.

## **WRITTEN MARKING**

- Ensure work is marked as soon as possible upon completion.
- Comments should refer to the identified learning objective/success criteria for the lesson. Where learning objective has been achieved by the pupil, the teacher

should write ‘met’ or ‘partially met’ beside the title (which should be the learning objective).

- Where appropriate, handy hints (success criteria) may be included in pupil books or on any worksheets in preparation for marking e.g.

<b>Handy hints</b>	<b>Self</b>	<b>Buddy</b>	<b>Teacher</b>
introduction			
paragraphs			
persuasive language			
rhetorical questions			
summary			
presentation			

However, it should be noted that more able pupils may not need the success criteria.

- Staff should make the distinction between careless errors and misconceptions. Both should be corrected by the pupils but may need a different type of marking and/or support from the teacher.
- Where appropriate, in subjects such as Science, History, Geography etc. teachers may comment on English generic success criteria e.g. capital letters and full stops. However the main focus should be on subject specific knowledge and/or skills.
- Feedback may also focus on whole school, class or individual targets where appropriate.
- Use the agreed code for marking. (Appendix 1).
- Opportunities should be given to pupils to assess their own efforts in all areas of the curriculum with teachers, peers and other adults.
- Teachers’ comments should model the school’s handwriting scheme.

## **ENGLISH**

- **Spelling** should always be a focus for marking, especially common exception words, which the pupils should know. Depending on the ability and age of the child, staff may underline incorrect spellings for the pupil to correct. Staff should then move on to using sp in the margin to indicate a spelling error in that line. For older or more confident spellers, sp could be at the end of a piece of writing when pupils have reached the point that they can locate their own spelling errors. Some children who are working at greater depth, may be able to edit their own spellings without teacher intervention.

## **MARGIN MARKING**

- Use this for spelling, punctuation and grammar errors. See above for further detail.

## **MATHS**

- As much feedback as possible is done in partnership with the children e.g. marking their own work.
- The emphasis is on children explaining their thinking and reasoning.
- Less is more – time devoted to this rather than endless pages of calculations is more productive in moving the learning forward.
- For single answer questions, if a child has made a number of errors, cross the first mistake followed by dots.
- Where appropriate, teachers should circle misconceptions in calculations.
- Corrections should be marked with a c in a circle.
- Where children have no errors, a challenge should be provided. Appropriate challenges ask pupils to apply their mathematical skills in different ways and contexts e.g. puzzles, word problems or explain their reasoning.
- Time should be given to make corrections.
- Feedback should refer to any misconceptions.

## **SELF ASSESSMENT**

- In EYFS/Year 1, this will mostly be carried out verbally.
- Self assessment could include thumbs up or the traffic light system.
- Whenever appropriate, pupils will mark their own work in order to reduce teacher workload.

## **PEER ASSESSMENT**

It is important to create a supportive, non-threatening environment where it is safe to share thoughts without the worry that any demoralising, destructive comments will be allowed. It's important that children feel secure in this or their self-esteem could suffer and pupils need to understand that everyone's learning journey may be different.

### **Peer assessment rules**

Make the rules for giving feedback explicit (on display) and ensure that pupils understand and follow these rules when working in groups or with response partners.

- Respect the work of others.
- Identify successful features / What is good about the work?
- Think about the learning objective and the handy hints when suggesting improvements What could be better?
- Word suggestions positively / Be kind.

The benefits of an anonymous approach (i.e. work from another class, a previous year or your own example) are that the children learn all the skills necessary to make peer

assessment work successfully, without the stress that can come with trying to assess the work of other children from their class. This allows pupils to become accustomed to the process before they are asked to evaluate and comment on the work of their classmates.

Pupils need to be supported in giving effective feedback, helping them to understand the different types of feedback that can be given and how each type can help others to improve their work. Showing examples of work that do and do not meet the success criteria can help pupils to understand more fully what is required and to reflect on the things they need to do in order to improve. **Keep the focus tight, ensuring that you don't ask the children to try to look at too much at once.** Looking at the work of others can also help pupils to understand the different approaches they could have taken and to appreciate that there are different ways of achieving success.

Whole-class marking can also be useful as it allows for discussion and sharing of ideas in a secure environment. The visualiser is a key tool to model peer marking.

### **Possible peer assessment strategies:**

- Verbally tell your buddy what is good and what could be better about their work.
- Ask your buddy questions about their work or choices.
- Highlight examples in text and tick/cross boxes in success criteria table.
- Provide a feedback 'sandwich' i.e. positive comment; constructive criticism with an explanation of how to improve; positive comment

Work should be marked 'buddy marked by ...' and be accompanied by a teacher version.

### **TARGETS**

Feedback could also refer to pupils' targets. We will adopt a gradual approach to whole school/class targets to ensure basic skills are developed e.g. capital letters and full stops with challenges for able children.

### **PROGRESS**

When appropriate, teachers may feed back on progress in terms of effort; success and/or suggestions of how to improve.

Work in subjects other than English and Maths should be identified with the following codes to indicate attainment:

WTS – working towards expectations for the year group

EXS – working at the expected standard for the year group

GD – working at greater depth for the year group.

## English Marking Codes and Prompts

<b>Please correct</b>	© Correct in green
<b>Verbal feedback</b>	VF + key word comment
<b>Finger Space</b>	
<b>Omission</b>	^
<b>Capital letter required</b>	 Circle when a child has used a lower case letter when a capital letter was required
<b>Lower case letter required</b>	 Circle when a child has used a capital letter inappropriately
<b>Full stop required</b>	 Child to insert a full stop as a correction
<b>New paragraph required</b>	//
<b>Does this make sense?</b>	?
<b>Spelling correction</b>	Sp
<b>Bonus Challenge</b>	
<b>Guided group work</b>	G and initials of who did the guiding
<b>Supported work</b>	S and initials of who supported
<b>Supply Teacher</b>	ST + initials

## Maths Marking Codes and Prompts

Please correct	© Correct in green
Verbal feedback	VF + key word comment
Does this make sense?	?
Bonus Challenge	△
Guided group work	G and initials of who did the guiding
Supported work	S and initials of who supported
Supply Teacher	ST + initials

SLT October 2019

To be reviewed October 2021