GOLDEN GROVE PRIMARY SCHOOL

Marking and Feedback Policy

Signed _____ (Deputy Headteacher)

Signed _____ (Headteacher)

Signed _____ (Chair of Governors)

Date _____

Introduction

This policy has been written for staff at Golden Grove Primary school to set out our approach to providing feedback to pupils both in writing (through marking) and verbally.

The purpose and aims of this policy and our approach to feedback are to:

- Improve pupil outcomes.
- To extend the range, depth, and impact of feedback on learning.
- Making optimum use of teachers' time to ensure the focus is on planning and assessment.
- Over time, to develop pupils' expectations of self-improvement and ownership of their learning.

We believe in the following:

Feedback should always be specific, helpful and kind.

- Evidence shows that giving *effective* feedback to pupils will lead to some of the best pupil progress.
- The sole focus of feedback should be to further children's learning.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Wherever possible, children should receive 'live' feedback either within the lesson itself or in the next appropriate lesson.
- The 'next step' is usually the next lesson.
- As we know from cognitive load theory, new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning; we cannot assume that just because content has been taught that it has been learnt.
- Our feedback approach identifies misunderstanding and mistakes as requiring distinct approaches.
- Providing less written feedback does not equate to not looking at books. Teachers are still expected to look through all books each day (either within or after a lesson) to inform next steps in teaching and to move learning forward.
- Effective marking encourages, motivates and provides steps to the next stage of learning; forms part of the assessment for learning process, and is an assessment of children's progress. It is one of the ways that we provide feedback to children to progress learning.

Aims of Effective Marking

To:

- Encourage, support and praise children; celebrate success, boost children's confidence and self-esteem.
- Provide positive feedback.
- Focus on specific success criteria of a learning intention to monitor progress and inform next steps.
- Encourage self and peer assessment as part of the marking and assessment process.
- Allow children to respond to the marking and feedback (age & level appropriate).

Implementation and Feedback

All work should be marked as soon as possible, preferably in the presence of the child by the person responsible for the activity/lesson. Teaching/support staff are to mark in **green (for growth)/pink (for think)**, and staff are to write their initials after marking. All marking is to be positive and constructive. Praise can be given using motivational stickers/ smiley faces/ house points.

Marking/feedback refers to the specific Learning Intention or Success Criteria. Feedback must be focused; statements such as 'well done' or 'good effort' without any further explanation or development are too vague and unhelpful.

After completing a piece of work, teachers should:

- read each pupil's piece of work carefully.
- record brief notes about:
  - initials of pupils who have struggled and what they need to 'Improve' (those who did not achieve the knowledge objective) and support these pupils in the next lesson

Within the next lesson, targeted pupils should:

- Be given time to edit and improve their work with a purple pen.
- Where appropriate, be given opportunities to review peer work and provide helpful feedback.

I: Questions to consider
● Does the pupil's work meet all aspects of the learning objective and success criteria? ● Are the expectations of the lesson met, or could improvements be made? ● Is the knowledge learnt in the lesson reflected in the piece of work or could more be added? ● Are literacy improvements, such as spelling of key vocabulary, needed? ● Has the pupil written anything that is incorrect? ● What prompt will you give to the pupil to help them to improve their work? (I: Tell me more about…. I: Add another word to…. I: Find a better word for…. I: Change….)
A: Questions to consider
● How could the pupil apply their learning further? ● Could an emotional response be included? For example, 'How did you feel about….?' ● Could a question be asked such as 'Why…?' or 'What happens next…?' ● Could the pupil create their own examples to show they are able to apply what they have learnt about?

Writing 'Improve' comments

Feed forward comments for 'I' should provide clear and specific instructions. Rather than general target-based instructions, comments should be measurable. For instance:

Rather than, '*Make sure your sentences aren't too long.*'

Say, '*Rewrite and improve three highlighted sentences by using correct punctuation or splitting them into shorter sentences*.'

Rather than, '*Take care with your spellings.*'

Say, '*Find the correct spellings for the three highlighted words and copy each five times.*'

Rather than, '*Use scientific vocabulary.*'

Say, '*Rewrite and improve two sentences by using the key scientific vocabulary from the lesson.*'

Please remember that these comments could be given as verbal feedback. It is not necessary to record these in the pupil's book.

Standards and Expectations

Teachers must communicate their very high expectations in every lesson. These should be reinforced by circulating the classroom whilst pupils complete work and by refusing to accept substandard work.

Acceptable work includes:

- neat handwriting that conforms to the school style
- enough work for the time allowed
- dates and headings that are underlined
- crossings out drawn with a ruler

Where verbal feedback has been given, staff are to make this known in the children's book using circling of the letters **'VF'**.

Child response to task and feedback

As soon as the children are ready within Reception, they are expected to self-assess using a smiley face following a piece of work. The provision of feedback should be a shared activity which aims to encourage dialogue and develop the self-assessment skills of learners. Time needs to be given to allow children to read and respond to feedback they may have been given. Pink highlighted sections in books are to be used to indicate where reflections/corrections are to take place. They are expected to respond to marking/make corrections using a **purple** pencil/pen.

Where it is not possible to mark in the presence of the child, the teacher should note any child/children who are experiencing difficulties/exceeding success criteria to talk to the child as soon as possible to ensure work is appropriately planned for next steps. Constructive positive comments are used to help develop the child's learning and understanding.

We avoid using crosses to indicate any errors a child has made, instead using a pink highlighter to indicate the need for self-correction. Staff are expected to model good presentation in their marking of work e.g. correct letter formation/legible handwriting.

Remember, not all work needs to be marked in detail. The quality is more important than the quantity. Consider the impact your marking will have.

Marking Codes

The use of marking codes is used throughout school to encourage consistency and to aid transition between classes for pupils. Supply teachers and TAs will also mark work with appropriate marking codes. The relevant Key Stage marking codes are visible in pupil's classrooms. Where they are used effectively, they save teacher time and provide valuable feedback which helps learners improve. The marking codes should be explained and used consistently to avoid confusion for pupils.

Spelling Errors

Age/level appropriate spelling errors that need correcting should be underlined and the child should be given the correct spelling by the adult for them to practise 3 times at the bottom of the page. **Only choose up to 3 spelling errors per piece of work.**

Self/Peer-Assessment & Marking

Opportunities for self and peer-assessment are provided, particularly as children progress through the school, whether by proof-reading their own work, checking it with a partner or responding to structured comments made on their work by their teacher. Children use a purple pen/pencil when responding to feedback in writing.

Self/peer assessment strategies

- Writing feedback on post it notes
- using the task's Success Criteria

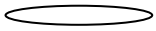
Progression in self/peer-assessment

- A few children may be ready to start more formal self/peer-assessment by the end of Year 2.
- During the Autumn Term of Year 3, self-assessment should begin to become a more regular feature, moving on to peer-assessment when the children are ready.
- In Year 4 most children should be using self-assessment where applicable and should continue to develop their peer-assessment skills with reference to the Success Criteria.
- In Year 5 and 6 children should now be proficient in self-assessment and increasingly proficient in peer-assessment.

Monitoring and Review

Monitoring the quality and standards of marking is the responsibility of the SLT and all Learning Area / Subject Leaders.

Marking Codes

Code	Meaning
Green highlighted/green pen comments	Good examples of demonstrating learning outcome
Pink highlighted/pink pen comments	Areas to improve/correct
siad (underline mistake with a pink wavy line and correct in margin or below work)	Spelling mistake – practise correct spelling x3 times
 (in pink)	Choose a better word
? (in the margin) and highlighted pink	Re-read to check to make sense
VF (green)	Verbal Feedback given
A (green)	Achieved outcome
I (pink)	Improvement needed in next lesson