



## **Greenhaugh Primary School**

### **Marking and Feedback Policy**

**January 2021**

#### **Rationale**

Research has shown that:

'Where pupils are given better quality support and feedback, and are encouraged and empowered to take more responsibility, they learn more effectively.'

(Working inside the Black Box, Black and Williams, 2001)

Feedback and marking are an essential part of both formative assessment (assessment FOR learning) and summative assessment (assessment OF learning).

We believe feedback and marking should be provided in a constructive way to every child; should focus on success and improvement needs against learning objectives; should enable children to become reflective learners and should help them to close the gap between current and desired performance.

Feedback can be written or oral and there is a place for both in all classrooms. It may be delivered by teachers, teaching assistants, nursery nurses or visiting specialist teachers. It may also be delivered by the children or their peers.

#### **Why do we give feedback / mark?**

- To raise standards
- To motivate and encourage
- To acknowledge and appreciate the work children have done and the effort they have made
- To ensure that children are aware of errors
- To confirm an understanding of the subject for the child
- To interact and give positive feedback
- To inform the pupils of the next steps and show they have achieved a Learning Objective
- To plan future work for groups, individuals or class
- To respond to individual learning needs, marking face-to-face with some and at a distance with others
- **In order for the marking to be formative, the information must be used and acted upon by the children**

## How do we mark or give feedback?

**Success criteria** should be identified by the teacher, the children or both through discussion at the start of the task. This then gives a framework for sharing success or making amendments or improvements. Success criteria should be differentiated, where possible, to challenge the differing abilities of the children within each class. They will be referred to throughout the course of the lesson or sequence of lessons.

**Feedback** should be used to motivate and extend the children's learning or correct misunderstandings. It should refer to learning objectives or success criteria and is most effective during the course of a lesson.

Feedback can be achieved in a variety of ways such as:

- Stopping all children and reinforcing success criteria or learning objectives
- Sharing a problem encountered by a child with whole class and solving together
- Sharing a piece of work which meets agreed criteria or objective
- Considering how to improve a piece of work which does not yet meet agreed criteria
- Asking effective questions to stimulate a child's thinking further and giving value and recognition to work already completed

## Literacy Quality Marking

In literacy, the teacher, or pupil, will highlight in **green** a sentence or section of work which is particularly effective and highlight in **orange** a sentence or section of work which could be improved.

Opportunities will be given each week for children to respond to the **orange** (Fix it time).

We aim to quality mark at least one piece of literacy work per week.

## Self and Peer marking

A range of self and peer marking opportunities will be provided.

In KS1, children will be taught how to respond verbally to work with positive comments and constructive criticism.

In KS2, self and peer marking may include marking 'closed skills' i.e. ones where there is a right or wrong answer eg use of speech marks.

## Feedback/ marking of closed skills

These are questions where there is a simple right or wrong answer and will be marked in the 'conventional' way by the teacher or pupil. There may be an additional written comment, opportunity for praise or question as appropriate.

In written tasks, spelling of common exception words, punctuation or letter formation may be taken into consideration.

## Feedback/ marking of open skills

e.g. effective use of adjectives, sequencing events

Agreed marking codes will be used and children will be encouraged to take notice of comments and codes so that feedback/ marking is seen as a positive communication between teacher and child which enables the children to reflect on their learning.

## Maths quality marking

Children will have their own opportunities to give feedback on the lesson content using faces in KS1 or a 'confidence line' in KS2.

Incorrect answers will be indicated with a dot while correct answers will be ticked.

An orange line or circle will indicate a comment to which the child should respond or a mistake with working which should be addressed. This may also be used to extend thinking or address misconceptions.

Spelling errors will be highlighted if they occur in words which the children should be able to spell.

## Feedback in the Early Years

For children in the Early Years class, the vast majority of feedback will be verbal. Green smiley faces will begin to be introduced for good work or to show where the learning objective has been achieved.

## Marking Codes

### Literacy

**VF** verbal feedback.

**S** Self-assessed

**Pw-** paired work

**GW** group work

**Sp** spelling error In KS2, this will be used to highlight incorrect spellings of the common exception words for each year group. Only a small number should be highlighted per page. In KS1, children are encouraged to check their own spellings using a range of resources available to them in the classroom.

**P** punctuation error

**C** Is used to show an inaccurate upper or lower case letter

**^** missed out word

**T(A)S** Teachers may choose to highlight whether work is supported by themselves or a teaching assistant for individual children

**I** Similarly, for individual children, this may denote independent working.

## Marking in other subjects

In KS2, green will be used in science/ foundation subjects and RE to highlight knowledge, concepts or skills demonstrated in a piece of work which relates to the success criteria.

In all of these subjects, literacy marking codes also apply.

Signed: ..... Jo Trotter (Interim Headteacher)

Signed: ..... Jenni Holland (Chair of Governors)

Date: .....