

July 2020

Greenhaugh Primary School

Marking and Effective Feedback Policy

Introduction

Marking of children's work is a fundamental part of the process of teaching and learning in the school and is an important part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve. Marking will also encourage the child to look at errors in a positive manner through prompted and self-assessment.

Aims and Purposes:

We mark children's work and offer feedback in order to

- Show that we value their work, and encourage them to do the same.
- Boost self-esteem and aspirations, through use of praise and encouragement.
- Give a clear picture of how far they have come in their learning, and what the next steps are.
- Offer them specific information on how children have met the lesson objective, and/or the individual targets set for them.
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding, and identify any misconceptions.
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- Provide the ongoing assessment that should inform future lesson-planning.

Principles of Effective Marking:

Effective Marking should:

- Allow specific time for children to read, reflect and respond to marking. This will be known as 'Fix-it Time.'
- Be manageable for all staff (Teachers, Supply teachers, Teaching Assistants).
- Highlight targets which have been met and identify next steps.
- Be evident across all subjects.

Effective Marking in books should:

- Relate to the learning objective (L.O.); WALT (We are learning today); success criteria (S.C.) of the work set.
- Be written in handwriting that is legible and a model for the child.
- Be frequent and regular, (at least every piece of extended writing marked in detail and English and Maths work marked in detail at least once a week.)
- Use the agreed '**Marking Code**' to correct errors that go beyond the learning objective.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement (stickers, show the class, marbles in the jar, Greenhaugh groats, celebration Assembly certificates)

- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.

Effective Marking for Pupils should:

- Involve children in the same process (whether oral or written) to ensure equity across subjects and abilities, and wherever possible marking should take place with the children.
- Be positive, motivating and constructive for children.
- Be at a child's level of comprehension.
- Give recognition and appropriate praise for achievement.
- Positively impact upon child's progress.

Effective Marking for Staff should:

- Be consistently followed by all teachers and teaching assistants across the school.
- Provide information for the teacher on the success of the teaching.
- Ensure that every piece of work completed by pupils is seen by the Class Teacher. Any TA marking should also be seen by the teacher.

Effective Marking and Feedback Strategies:

All positive marking will be completed in green (let's go, you've got it!) and areas for improvement in orange (get ready, have a think). Pupils should be made aware of this.

The following strategies are to be used to mark, assess and provide feedback:

1. Marking against WALT/Learning Objective/Success Criteria

The WALT should be clearly displayed on all pieces of work. The date should be written in full on English WALTs and in numerical form on Maths WALTs. Topic WALTs should begin with e.g. 'As historians we can use labelled diagrams, recounts, stories, diaries and pictures to illustrate our understanding about historical events and famous people' to reflect the broader aspects of the curriculum.

If a pupil achieves the WALT, it should be highlighted in green. If a child has partially achieved WALT, then it should be highlighted in orange. If a child has not achieved the WALT, then it should be highlighted in pink. The child will then know if they have met the WALT for that session and should be able to talk about it. A WALT should be stuck into books for pupils who are absent with the word 'absent' clearly written on. The WALT should also highlight how pupils have been working using the marking codes so 'I' for independently, 'TA' working with teacher etc. is indicated. This should inform the teacher's next steps in planning. **(See Marking Codes)**

If a child has written a substantial amount of writing that is too much to be coded and corrected, the whole paragraph, or a large part of the writing can be yellow-boxed (yellow highlighter used to highlight several lines of text in a box shape.) Key words highlighted within the yellow box can be retrieved for the child to re-write the muddled text in clear sentences.

2. Success Criteria

The school's success criteria (keys/steps to success/ WILF – What I'm Looking For) should be used and shared in Maths and English lessons and used in other subjects when appropriate. This clearly outlines what pupils need to do

to successfully meet the WALT for that session and should be differentiated. These should be used at the end of each English unit for pupils to self-assess their extended piece of writing and at the end of each Maths unit. Pupils can assess against the success criteria by using the colour coding agreed.

3. Verbal Feedback (VF)

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. The feedback given should reflect the positives and ways to improve their work. The appropriate marking code symbol should be used in the child's book with a brief explanation as a permanent record for the child, teacher and parent.

4. Self-Assessment

Pupils should be actively encouraged to self-assess their own learning throughout the school day. A record of this can be used in the form of an assessment strip which should be used at least once within a Maths and English unit of work. (Based on a Maths unit of work lasting approximately one week and two weeks for English). Pupils should be encouraged to mark their own work where possible. Teachers need to acknowledge points of note.

Self-assessment time!	
Green- let's go	😊
Orange- something to improve	... 😊

5. Peer Assessment

The peer assessment strip should be used to record conversations which take place during peer-assessment. During peer- assessment activities children should listen to advice, but write their improvements on their own slips. Peer-assessment should be used at least once within a Maths and English unit of work. (Based on a Maths unit of work lasting approximately one week and two weeks for English). Pupils can be actively encouraged to mark each other's work. All points of note should be written in pencil. Teachers need to acknowledge points of note.

Peer assessment time!	
Green- let's go	😊
Orange- something to improve	... 😊

6. Spellings

To correct every incorrect spelling is unfeasible, however each piece of marked work should have a focus i.e. high frequency words, taught phonics or topic related words. The teacher should be highlighting at least one misspelt word each time they mark. Misspelt words should be highlighted in orange and the correct spelling written in the margin, or underneath. Pupils should copy the correct spelling 5 times.

7. Quality Feedback

Personalised quality feedback (and comments) should be used a minimum of once a week in all subject areas to extend learning and must be differentiated appropriately. The emphasis when marking should be on success areas for development against the learning objective and success criteria. Previous marking and feedback/assessments should be referred to. Effective questioning should be used to probe deeper into the child's understanding, demonstrating their level of subject knowledge and identifying the progression required. (See Appendix 1- Useful Comments.)

8. Fast Marking- For all subjects

Daily marking should ensure the WALT is highlighted and other issues such as presentation and spellings are addressed throughout all subject areas. All work should 'look' marked i.e. through the use of ticks, a sticker or a stamp. A short green comment should be used to indicate work has been checked and where there are apparent mistakes identified, these should be addressed with an orange short comment.

The marking code should be used and pupils can respond back to this during Fix-it time. Time should be taken to ensure pupils understand the marking codes and respond to these appropriately. Teachers should not be spending time putting in full stops, capital letters or missing words etc as this does not allow pupils to respond to feedback and thus make effective improvements to their own work.

9. Fix-it Time

Time to respond to comments and make any improvements should be built in on a daily basis. This must be completed during morning time. For pupils who are not in class during this time e.g. keyboard lesson, make effective use of play/dinner times or make time in the afternoon.

10. Setting Out/Presentation of Work

We will work to creating a standardised approach to setting out of work in children's books. All work should include the date and WALT/essential skill. Pieces of work should follow on and not always start on a new page.

Photographs should be used when needed to show speaking and listening or practical activities etc. All photographs should be accompanied by a brief explanation (either pre-typed, written by the children or annotated by the teacher) to explain what learning is going on.

Specific layout for Maths or English should be part of the steps to success and marked with green or orange.

11. Monitoring

Marking/ Feedback will be monitored regularly and will form part of the school's regular book scrutiny. It will form part of the cycle on formative assessment.

It will be reviewed and renewed annually.

Signature: Jenni Holland, Chair of Governors

Signature: Amanda Taylor, Headteacher

Date:

Marking codes - Class 1

Code	What does it mean?
😊 _____ ✓	Correct
□ □ _____	Think again
Sp	Use a word list or dictionary to correct your spelling
?	Re-read to check for sense
C	Check your use of capital letters
^	Add the missing word(s)
P	What is the missing punctuation mark?
//	A new paragraph is needed
VF (Verbal Feedback)	My Teacher has talked to me about my work
TS	A Teacher supported me
TAS	A Teaching Assistant supported me
I	I worked independently

GW	I worked in a group
PW	I worked with a partner



Marking codes - Class 2

Code	What does it mean?
😊 — ✓	Correct
□ □ —	Think again
*	Check the non-negotiables
Sp	Use a word list or dictionary to correct your spelling
?	Re-read your work to check for sense
C	Check your use of capital letters
^	Add the missing word(s) or extra information
P	What is the missing punctuation mark?
//	You needed to start a new paragraph here
VF (Verbal Feedback)	My Teacher has talked to me about my work
TS (Teacher support)	A Teacher supported me
TAS (TA support)	A Teaching Assistant supported me
I (Independent)	I worked independently
GW (Group work)	I worked in a group
PW (Partner work)	I worked with a partner

Appendix 1

Useful Comments

- How did you know that...?
- Why do you think...?
- If you were this character what would you have done?
- Would you like to live in this setting? Why?
- What could you do to be sure that your results would always be the same?
- A great conclusion! What do you think makes it so good?
- Which is your favourite sentence? Why?
- What was your objective for this writing? Highlight the most effective words/sentence.
- How quickly can you.....?
- Have you used any imaginative vocabulary? Write the words here.
- Can you make up your own example of a $TU \times TU$ calculation using only even numbers?
- Write a similar challenge for your parents.
- What is the most interesting fact that you have learned from this research?
- What would you like to find out next about...?
- Can you solve these?
- Here's a bonus question.