



Feedback and Marking Policy

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EDEN PRIMARY SCHOOL

FEEDBACK & MARKING POLICY

RATIONALE

At Eden Primary our focus is children's learning. We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children. Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is:

Moving learning forwards

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not about justifying oneself professionally or about accountability. Of all supports provided to children, effective feedback and marking have been found to have the greatest impact on making progress in learning.

Marking and giving feedback at Eden Primary is formative assessment. This is related to the process of teaching and learning and provides on-going understanding of the progress children make.

PRINCIPLES

At Eden Primary, we believe that the greatest motivational benefits and improvements will come from focusing feedback and marking on:

- the qualities of the children's own work, in relation to the learning objective and personal targets and not in comparison with other children
- specific ways in which errors can be identified and the child's work could be improved, and crucially, being given the opportunity to do so
- improvements that the child has made compared to his/her earlier work

The children will develop as independent learners, with an awareness of their own strengths as well as being skilled and able to tackle areas for development.

Therefore, it is essential that:

- feedback and marking forms an informative and accessible dialogue with clear teacher and pupil roles
- clear provision is made for opportunities to reflect and act upon improvement and 'next step' comments, thereby moving learning forwards
- improvement is valued and clearly evidenced
- the children are made aware of learning objectives and of the criteria that their work will be assessed against, in age-appropriate vocabulary
- the learning needs of individual children are understood and work is matched and marked appropriately
- where appropriate, feedback is linked directly to learning targets
- feedback is given sensitively and teachers are aware that self-esteem is the most significant factor in being a successful learner
- achievements are linked, so that each step builds confidence in future goals

AIMS & OBJECTIVES

Effective feedback & marking should:

- recognise, value, encourage and reward children's effort and achievement and celebrate success over time thereby building self-esteem and confidence
- provide an accessible dialogue between the teacher, children and other adults working with the child and clear, appropriate feedback about the strengths of their work and areas for development
- improve children's self confidence in self-assessment and help them, with the teacher, to set future targets for the 'next steps' in their learning
- give children a clear picture of how well they have met learning objectives or targets
- identify children who need additional support/challenge
- help pupils to develop an awareness of the standards they need to reach in order to achieve particular levels or targets in the curriculum
- provide evidence of assessments made and help moderate the interpretation of the EYFS and National Curriculum levels
- involve parents in the dialogue about children's learning and aid reporting to parents
- celebrate and reinforce expectations
- use professional handwriting
- provide information for the teacher on the success of the teaching
- inform future planning

PRACTICE

Wherever possible, feedback and marking takes place with the child and is shared as immediately as possible.

As a school, we value verbal and written feedback equally in moving learning forwards.

Verbal Feedback

This means discussion about the learning with the child. **It is the most valuable form of feedback for all children** (regardless of age or ability) as it is immediate, focused,

personal and often more articulate and meaningful to a child than written comments. The quality of thinking can be higher if it is verbal. It also allows for interaction between the child and the teacher or teaching assistant and, where appropriate, between peers.

It may take place during focused group work, as part of whole class work or in a learning conference or review with an individual child, and can be either spontaneous or planned for. At Eden teachers build time into their daily and weekly planning to talk with children about their learning and to provide feedback about their learning in all areas.

Where possible, it is useful to record when verbal feedback has been given, using the agreed notation in the attached **Appendix 1**. Teachers should keep records of verbal feedback in their assessment files or on the children's work in child- appropriate language and using the marking code.

Written Feedback

All written comments, corrections or check marks should be in GREEN or PINK as detailed below.

All work, including homework, will **at least** be **checked** against the learning objective. This is important as it sends a message to the child and the wider community that we value every piece of learning undertaken by our children. The teacher will demonstrate the fact that they have acknowledged the work by using ticks (ü) or other coded notation such as 'OM' (Objective Met), and the symbols or shorthand feedback detailed in Appendix 1.

It is imperative that such notations are used **consistently**.

A GREEN highlighter may be used to mark a 'Point of Intervention' (PI) in a child's book to notify the point at which an adult has supported learning during the written work. As such, it serves as a reference point from which progress and the impact of the intervention can be judged.

Quality Marking

These written comments will be more detailed but must still be formative in nature and intended to move learning forwards. No less than every **third** piece of work should be marked in detail or more as considered appropriate by the teacher. They will:

- be positive and celebrate effort and achievement
- relate to learning objectives
- indicate next steps for improvement
- be supported with time and opportunities to reflect upon and engage with teachers comments

As a school, we use the **Success & Improvement (Next Steps)** method, as detailed by subject below:

Writing

We need to show the children that their writing has a genuine audience and that we are interested in what they have to share and are not reading their work to merely find errors.

Children need to feel their writing is valued and we should respond to it as a reader who wants to share their experiences and ideas in order to support its improvement.

- A PINK coloured highlighter or pen is used to show or comment on 1 or 2 places where the child has successfully demonstrated an understanding of the learning objective or to comment on other big or obvious steps and successes
- A coding symbol (Appendix 1) may be used to indicate precisely where an improvement could be made
- A GREEN highlighter or pen is used to show or comment on an area for improvement. A suggestion is written to help the child know how to make the specific improvement.
- Written comments for children's next steps or actions should be placed in an obvious position so that the children's attention is drawn to them when they next start work.
- Opportunities are given for these points to be shared, reflected upon and action taken
- Children's exercise books provide evidence to show that they have followed up on teachers comments or been given additional tasks to complete that support their next steps
- Further written comment will follow up on the child's improvement
- Comments may include a **reminder** prompt (e.g. what else could you say about?), a **scaffolded** prompt (e.g. what was the dog doing? Describe the expression on the boy's face!) or an **example** prompt (choose one of the following ideas....!)
- We can celebrate success with comments like:
 - Well done! I like the way that....
 - This is a good piece of work because....
 - Good. You have...
 - Excellent. You really know how to....
- We show areas for development and next steps with comments like:
 - Next time, remember to...
 - You could improve your work by...
 - Don't forget to...
 - This work would be even better if...

For Foundation Stage children, there may be one success and one improvement identified. The improvement suggestion might be delivered orally until Year 2. In Year 5&6, additional successes and improvements may be given as appropriate.

Maths

The purpose of marking in maths is primarily diagnostic. It communicates to a child whether they have been successful, being motivational, and serves to inform a teacher's planning in terms of any misconceptions.

The use of the above highlighting and symbols is useful, but written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths.

Ticks will be used to identify successes and mistakes will be circled. Children must have another attempt at anything that is circled

It may be appropriate to provide ‘*Maths Surgeries*’ within lessons to tackle misconceptions and challenge progress, and promote children’s independence and use of support strategies.

Other subjects

Marking should be specific to skills set out in the learning objective and written comments made allow children to extend and develop these skills further.

Other Correction Issues

- Not all work or every mistake will be corrected. To correct everything with a secretarial approach is counter-productive
- For redraft and display purposes, children’s work may be redrafted, spell-checked and amended to produce a ‘final’ copy but there would normally be an earlier draft available
- A strong emphasis should be placed on appropriate presentation and correct or appropriate phonetic spelling in all work and particularly in work which is used for display
- Spellings may be selected for correction (by the child, peer or the teacher) on the basis of what the child needs to learn next or has already learnt
- Rubbing out should be strongly discouraged. The ‘mistake’ is important evidence of a child’s learning process and should be valued. Where a child makes a ‘mistake’, the self-correction should be written next to the original error and the error crossed through neatly using a single line
- Success criteria checklists should be used in all subjects from time to time and certainly at the end of a unit of work. They may include columns for self/peer assessment as well as teacher assessment.

EG

Self-Assessment	Success Criteria	Teacher Assessment

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also given for children to reflect, act or respond to them – this is crucial to actually moving learning forwards over time.

- This may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice
- Mini-plenary or learning reviews may be used during the lesson
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on them

- Question/answer sessions may be used to facilitate this

Wherever possible, children are encouraged to self-evaluate their own learning

In order to facilitate their independence as learners, children should have access to and, where appropriate, be involved in setting:

- Learning objectives
- Success criteria

The following may be used to enhance learning opportunities:

- assessed or modelled examples
- opportunities for peer and self-assessment
- opportunities to take the initiative to make improvements
- an awareness of pupils' personal learning styles

Peer Marking: From Year 1 children are encouraged to support each other and feedback on learning and achievement. Children are given opportunities to pair mark work. This may be linked to talk for learning partners. Children are trained to do this and ground rules are set and displayed such as listening, confidentiality, etc. Teachers establish with the children agreements on marking partnerships. Children first point out what they like and then suggest ways to improve the piece against the learning objective or success criteria or other criteria suggested by a teacher. Children can write comments in another child's book in a colour pencil and then initial it.

Inclusion

All children at Eden Primary have the potential to develop some self-evaluation and feedback skills but greater scaffolding and support will be required for some children, including those with Special Educational Needs. Verbal feedback and marking symbols will form the basis of feedback to these children and adaptation of written marking feedback may be required to make it accessible and meaningful and to encourage confidence and progress in learning.

Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and Marking Policy will be reviewed half-termly within lesson observations and as part of explicit book scrutinies conducted by the school's Senior Leadership Team (SLT) – and supported within phase groups across the school. See attached form for Work Scrutiny Monitoring.

Outcomes will be shared to enhance best practice and will also form part of judgements made for professional Performance Appraisal.

REVIEW

This policy will be reviewed annually by staff and governors.

April 2015

Appendix 1

These code tables must be displayed in every classroom.

Agreed marking codes: EYFS and KS1

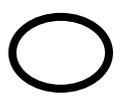
Symbol	Written Comment	Self-assessment
J	OM - Objective met	I think I've met the objective well Pink circle
L	ONM –Objective not met	I'm not sure and don't think I've met the objective Green circle
VF ü	Discussed with pupil Suggested action taken or work acknowledged	
I TA OA S GW PS	Independent Teaching Assistant Other Adult Supply Group Work Peer Support	
	Something to check/Re-try	
	Strengths/Celebrations	
└─┘	Next Steps (in green)	

PI	Point of Intervention by supporting adult
	Moved on to more challenging learning

Agreed Marking codes KS2 – And more able KS1 when ready

<p>J</p> <p>Code to be used as transition in Y3 only</p>	<p>OM - Objective Met</p> <p>You have achieved the learning objective.</p>	<p>I think I've met the objective well</p>
<p>L</p> <p>Code to be used as transition in Y3 only</p>	<p>Objective partially met</p> <p>OPM</p> <p>Objective not met</p> <p>ONM</p>	<p>I'm not sure I've met the objective</p>
<p>?</p>	<p>We need to review this or talk about this</p>	<p>I really don't understand and don't think I've met the LO</p>
<p>VF</p> <p>Ü</p>	<p>Discussed with pupil</p> <p>Suggested action taken or work acknowledged</p>	
<p>I</p> <p>TA</p> <p>OA</p> <p>PS</p> <p>GW</p> <p>S</p> <p>IC</p>	<p>Independent Teaching Assistant Other Adult Peer Support Group Work Supply teacher</p> <p>Code used by pupil to indicate independent choice</p>	

	of work
Date?	Please write the date

	You've made a spelling mistake.
	There is something missing here.
	Space needed
	New paragraph needed
	Line drawn by child in orange to show has attempted a difficult spelling (not orange)
	Missing or incorrect punctuation
	Work has been looked at – will be revisiting it later
	Something doesn't make sense

	Something to check/Re-try
	Strengths/Success/Celebrations
	Next steps in green (to be corrected!)
PI	Point of Intervention by supporting adult
	Moved on to more challenging learning

WORK SCRUTINY

Class:	Subjects/Books:		
Date:	Monitored by:		
	Yes	No	Comments
Work marked regularly?			
General presentation?			
Evidence of teachers using Marking codes?			
Green used for success?			
Pink used for improvement and next steps?			
Success comments written?			
Improvement comments written?			
Evidence of pupil response to teacher comments?			
Evidence of self-assessment by pupils?			
Evidence of peer assessment by pupils?			
Is the level of work age related?			
Evidence of differentiation in books?			
Evidence of challenge within books?			
Evidence of high expectations in books?			
Evidence of progression in work?			
Evidence of progression in planning?			
Evidence of extended independent learning			
Ofsted Grade Descriptors			
Outstanding	Good	Requires Improvement	Inadequate
Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.
Additional Comments:			

WORK SCRUTINY

Areas of strength:

+

Areas for Development: