



Lodge Farm Primary School

Lodge Farm Primary School Marking and Feedback Policy

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Why do we need a marking and feedback policy?

The research indicates that improving learning through assessment depends on five, deceptively simple, key factors

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
- the need for pupils to be able to assess themselves and understand how to improve.

Black, P. & Wiliam, D. 1999. *Assessment for Learning: Beyond the Black Box*, Assessment Reform Group, University of Cambridge, School of Education

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to *close the gap* between what they can currently do and what we would like them to be able them to do.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to children
- relate to the learning intention, success criteria or individual targets for each child
- involve all adults working with the children in the classroom
- give recognition and praise for achievement and clear strategies for improvement so that children are motivated, encouraged and feel rewarded.
- allow specific time for children to read, reflect and respond to marking
- respond to individual learning needs: eg. marking face to face with some and at a distance with others
- inform future planning and target setting
- monitor and show progression
- use consistent codes across the school



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- comments made on children's work should be written clearly in the school style of handwriting.
- where appropriate, from Year One the children should be involved in marking their own and others' work
- ultimately be seen by children as a positive approach to improving their learning
- encompass opportunities for pupils to read and reflect on written comments

Responsibilities

To help us meet the aims of this policy, the stakeholders below have the following responsibilities:

The Leadership Team including the assessment leader	Evaluates the impact and monitors the implementation and delivery of the policy.
Subject Leaders	Monitors marking and feedback across year groups and subjects
Class Teachers	Ensures that all pupils' work is marked and all children's responses are acknowledged with at least the date and initials.
School Governors	Approve and monitor the policy.
TAs	Are responsible for marking or annotating the work of the groups of children they are working with. They are not responsible for moving on tasks.
Pupils	Are responsible for responding to marking and feedback. Are responsible for sensible peer marking and feedback.

How do we mark and feedback to children about their learning?

Learning intentions and success criteria are explicitly shared with pupils and clearly displayed in class. If achieved the learning intention is highlighted pink and left blank if unachieved. Green is used to indicate areas for development. Any additional comments should be added in black. The school makes use of a variety of forms of marking/feedback.

The most valuable marking takes place alongside the child and develops a dialogue with the child about his/her work, taking into account his/her own views about the work.

This is not always practical with the older children with a greater work output but it is good practice wherever possible to have some kind of dialogue with the child. Consideration needs to be made of those children whose reading is poor, and will not be able to read comments made. Where verbal feedback is given during the lesson, a VF in the margin should indicate this. There should



be immediate visible evidence of the impact of this discussion in children's books.

Marking in Maths

At the end of every lesson check all children's work for understanding, misconceptions and presentation. This is also a time for you to check that any previous moving on task has been completed.

If the child has misunderstood the task then signify this with an M and during the feedback and marking session the following day **MODEL** to the child or group of children the objective again. This must result in a piece of work being seen in the child's book.

If a child is almost there, but you want more evidence that they fully understand, then mark with an R and give a task that **REINFORCES** the objective. This shouldn't be a repeat of the previous work but an opportunity to practise the skill in a slightly different way

If the child is secure in their understanding, mark with E and provide the children with an **ENRICHMENT** activity that deepens their understanding. Ensure that any misconceptions within an enrichment task are followed up, either through the following lesson or within 1:1 or guided work

The M, R and E should be written in a black pen and circled in a green highlighter. The children respond to this comment in red pen.

It is the teachers responsibility to ensure pupils are given appropriate time to respond to this feedback at the beginning of every maths lesson. See appendix for documents to support this.

All mental maths work should be marked with a pink tick and green dot for errors. Further support may be needed within following sessions.

Marking in English

At the end of every lesson check all children's work for understanding, misconceptions and presentation. This is also a time for you to check that any previous moving on task has been completed.

Spelling and punctuation errors may be pointed out in line with the child's individual progress.

Spelling KS1

- Correct spelling is written by the teacher.
- Child then writes the correct spelling 3 times using a different coloured pencil.
- Prioritise spelling errors according to the following list
 - Common exception words/ high frequency words.



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- Phonic and spelling rules according to what is being taught in lesson and those that have been taught previously, including lower year groups.

KS2

- Correct spelling is written in the margin by the teacher.
- Child ticks correct phonemes and underlines the error in red.
- Child then writes the correct spelling at the bottom of their work five times.
- Correct spelling is added to word book.
- Alternatively, a green dot may be used in the margin to encourage the child to edit their spelling on the indicated line.
- Prioritise spelling errors according to the following list
 - Common exception words/ high frequency words.
 - Phonic and spelling rules according to what is being taught in lesson and those that have been taught previously, including lower year groups.
- Consistent mis-spelling of common exception words or spelling rules should result in a targeted intervention

Punctuation

- Missing punctuation is identified in the first instance by a green dot or a green circle with the punctuation inside. The child should use this prompt to correct any errors in the remaining piece of learning.
- Consistent misuse of punctuation should result in a targeted intervention.

Grammar

- If a child has misunderstood the learning intention then the feedback should be either a reminder or a scaffolding prompt.
- If they have achieved the learning intention then a 'hinge' question should be used to deepen their understanding. See appendix for examples.
- The moving on task should then be marked with the teachers initial and date. If the moving on task is answered incorrectly by the child this should be addressed with the pupil which should be evidenced in the child's book by the child correcting the mistake.

Extended writing

- In extended writing, a learning intention and success criteria are shared with the children. The number of success criteria may vary according to the task/ability of the child.
- The Child should be given time to reflect upon their work. They should be given opportunities to communicate to the teacher how well they think they have achieved the success criteria.
- Successes should be highlighted and one moving on task should be given which links directly to the learning intention or success criteria.



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This may be done through verbal dialogue with the child or as a written comment in distance marking further up the school. The child should be given time to address this improvement in the following lesson. The impact of this should be seen clearly in red pen.

- The moving on task should then be marked with the teachers initial and date. If the moving on task is answered incorrectly by the child this should be addressed with the pupil which should be evidenced in the child's book by the child correcting the mistake.

Improvement comments also known as 'moving on tasks' can take several forms:

- A **reminder** prompt (e.g. 'What else could you say about the prince's clothes?');
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'What kind of monster was he?', 'The monster was so angry that he...')
- An **example** prompt (e.g. choose one of these or one of your own). This type of prompt will begin to widen a child's vocabulary or sentence structure.
- **Editing** a specific paragraph/section following/considering specific teaching points of success criteria, redrafting in a given space such as a cloud e.g. edit the paragraph should considering the characters' emotions more fully.

Begin moving on tasks with an imperative. Do not start with the following openers:

- Remember to...
- Next time...
- Can you...

Do not refer to other children's learning within your feedback.

Phrase all comments positively.

Moving on tasks need an immediate response from the child and should not something that only happens in the next piece of work.

Guided Reading

- If achieved the learning intention of any given independent activity is highlighted pink and left blank if unachieved.
- Reading comprehensions should be marked and any misconceptions should be discussed with the child.

Foundation subjects

- If a child has misunderstood the learning intention then the feedback should be either a reminder or a scaffolding prompt.



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- Missing punctuation is identified in the first instance by a green dot or a green circle with the punctuation inside. The child should use this prompt to correct any errors in the remaining piece of learning.
- In Key Stage Two the correct spelling is written in the margin by the teacher. The child then ticks correct phonemes and underlines the error in red. The child then writes the correct spelling at the bottom of their work. The correct spelling is then added to word book. Alternatively a green dot can be used in the margin to encourage children to edit their spelling on the indicated line.
- In Key Stage One rainbow writing should be used to address any incorrect spellings.

Handwriting

- This can be an over the shoulder mark that would give opportunities to model correct formation where needed.
- Try to see as many children as possible in each lesson.

How do children evaluate their own learning?

Time must be spent explicitly teaching the children how to self and peer assess learning. While this has a valuable contribution, it is ultimately the teacher's responsibility to be accountable for feedback given. (Teaching standard part A 1.6)

Self- marking

All children should be encouraged to self-evaluate by identifying their own successes and looking for an improvement point i.e. two stars and a wish or WWW and EBI.

Paired Marking

As the children's confidence with marking their own work against personal targets or success criteria grows then they may be expected to sometimes mark work in pairs.

Children will need to be taught how to engage in peer assessment through a variety of techniques, including:

- Lots of modelling of how to assess a piece of writing.
- Using 2 different coloured highlighters to differentiate successes and areas for development.
- Development of sentence starters for comments, in order for them to give written feedback.
- Ground rules should be decided as a class and adhered to.
- This could be scaffolded through the use of TAG. See appendix for frame.