

The Rookeries Carleton J, I
& N School

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Marking and Feedback Policy



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Next Review Date: November 2020

Marking and Feedback Policy

1 Introduction

- 1.1 Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning objectives, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils.
- 1.2 We take a professional approach to the tasks of marking work and giving feedback on it. Each teacher may apply some individual approaches to this task, and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice, for example in the way work is marked and the use of marking symbols, in order to enable pupils to understand more readily the feedback given.
- 1.3 All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

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

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement; the main objective of marking and feedback is not to find fault, but to help children learn; if children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and what they need to learn next;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them, and show them how they can improve their work in the future;
- promote self-assessment, whereby the children recognise their learning challenges, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment (see Assessment Policy);
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

3.1 We believe that the following principles should underpin all marking and feedback:

- the process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed;
- marking should always relate to the lesson objective and, where appropriate, the child's own personal learning targets;
- the child must be able to read and respond to the comments made, and be given time to do so; therefore teachers' handwriting must be legible and model an age appropriate style to the pupil; where the child is not able to read and respond in the usual way, other arrangements for communication must be made;

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- comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- comments will focus on only one or two key areas for improvement at any one time;
- teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objective and the success criteria for the task right from the outset;
- whenever possible, marking and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate;
- marking should be constructive and formative;
- for one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established;
- feedback may also be given by a teaching assistant, or through peer review;
- group feedback is provided through lesson plenaries, and in group sessions;
- feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets;
- teachers will note common errors that are made by a significant number of pupils and use them to inform future planning;
- marking will always be carried out promptly, and will be completed before the next lesson in that subject.

4 Implementing the marking policy

4.1 Teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These have been taught and may be on display. They make it clear what well-presented work in the subject looks like.

For consistent presentation we ensure that:

- i. All work is dated; for written work the 'long' date, for Maths the 'short' date. This should be underlined
- ii. A learning objective is written and underlined.
- iii. Children will be encouraged to write neatly, applying their stage of the Sheffield Handwriting Scheme.
- iv. When marking a piece of work the Sheffield Handwriting style will be used at the appropriate level.

4.2 Every piece of work recorded in books needs to be marked before the next lesson.

Each week, teachers need to 'quality' mark **at least** one piece of literacy, Maths, and curriculum work. This is a minimum requirement but some teachers may feel this is necessary more often.

'Quality' marking is when the feedback is more detailed and should include reference to the lesson learning objective and success criteria and incorporate time for the children to respond to either an area of development or a challenge.

At all other times, all work will receive a minimal level of marking from the class teacher, including after peer / self-assessment or marking by other staff, before the next lesson, using the recognised code from the marking scheme (see attached marking scheme) and the agreed highlighting system outlined below

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4.3 To provide consistency in marking throughout the school we will use the following to indicate to children that they have met the learning intention and what they need to do next to improve:

- Green highlighters will be used to indicate on the learning objective where a child has demonstrated they have met the criteria.
- Orange highlighters will be used on the learning objective to indicate to children that their work requires some improvements.
- Pink highlighters will be used to inform children they have a challenge task to do. Challenge activities will be completed in blue pencil if after the lesson
- Any next steps comments will be written at the end of the marked work in turquoise pen.

5 Marking grammar, punctuation and incorrect spellings

- A tick will be given above successful use of punctuation (if this is a particular target or objective focus).
- If a capital letter or full stop has been missed or misused, it will be corrected and the child's attention will be drawn to the mistake. Only correct a maximum of three capital letters/full stops in any piece of writing. The same applies for other forms of punctuation. A symbol 'P' will be written
- When correcting spellings 'sp' will be written in the margin and the correct spelling should be written underneath, if verbal feedback is not given. A maximum of three spellings will be corrected in a piece of work. These will only be words the teacher knows the child should have spelt correctly.
- If there is grammatical errors in the sentence construction which needs reviewing, a symbol 'G' will be placed in the margin next to the sentence.
- The teacher will use a turquoise pen to give feedback at the point of learning. This could be to draw attention to errors and misconceptions
- Edits to work will be completed in blue pencil by the children

6 Peer and self-assessment

To indicate peer or self-assessment, pupils will use blue pencil

6.1 Children will be encouraged to edit their work; this will be undertaken using a blue pencil.

6.2 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. They should be encouraged to self-assess and to respond, perhaps with a comment of their own.

6.3 When appropriate, children may review and mark their own or another child's work, but this should be with the learning objective and success criteria for the work clearly in mind, and involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own.

6.4 Children should be encouraged to assess their work ahead of final marking, using the shared success criteria for the lesson. These criteria can be displayed and can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process. Any improvements will be completed in blue pencil.

6.5 In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

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7 Pupil Response

To indicate response to marking, pupils will edit work or respond to a challenge deepening the moment activity in blue pencil

7.1 When pupils are given their marked work they are given time to respond to marking. In KS1 this may be supported by staff as a small group activity. In KS2 pupils will be given time to respond to teacher feedback.

8 Monitoring and review

8.1 We are aware of the need to monitor and update the school's Marking and Feedback Policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy termly.

8.2 In future monitoring, the following questions will be posed:

- Does work scrutiny suggest that teachers are using the marking policy as agreed?
- Are children actively involved in assessing their own work?
- Have children taken on board corrections and attempted to rectify their mistakes or have they taken action on the next steps identified?
- Has marking led to evident progress in children's work?