Rothersthorpe CE Primary School

Marking and Feedback Policy

Introduction

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit our pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvements needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Rothersthorpe this important stage of the teaching and learning process is also called *'Developmental Marking'.*

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support them in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:
- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Principles

- 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. The marking system should be constructive and formative.
- Marking and feedback is the dialogue that takes place between the teacher and pupil. The younger the child, the more important it is that the feedback is oral and immediate.
- We believe that marking should motivate the children. In order to do this we use written and verbal comments, stamps, stickers, team points and value stones. Sometimes children can be sent to other staff to celebrate their achievements, and/or receive star of the week, writer/mathematician of the week in achievements assembly on Friday.
- Marking is carried out promptly, and will normally be completed before the next lesson in that subject, (although this may not always be possible for longer pieces of

work).

- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his and her own learning. This includes sharing the learning objectives, success criteria and key expectations
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages. Comments should focus on one or two key areas for improvement at any one time.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards their targets. Group feedback is provided in group sessions and plenaries. 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 and mentoring.
- Teachers will note errors that are made by many children and use them to inform future planning.

3. Processes

Four types of marking and feedback occur during teaching and learning at Rothersthorpe:

i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work,** acknowledging and recognizing attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iiii) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

The policy sets out the agreed procedures to ensure a consistent and effective approach to marking and feedback at Rothersthorpe CE Primary School.

Non-negotiable Procedures for Marking

- All marking is to be carried out in a pink or green pen/highlighter
- All marking is to be done in clear legible handwriting
- The marking code is to be followed in all cases. (See Appendix 1)
- The marking code should be accessible to all pupils in the learning environment
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff

- In both English and Maths at least 1 piece of work per pupil should be developmentally marked in depth per week**.**

In Developmental Marking:

Pink is for Positive Praise comments and achievements
Green is for Growth – a development point, target, challenge or extension

When identifying specific success to the respective work in the pupils' book (English or Maths) it will be identified with a pink pen or highlighter. The corresponding teacher comment will also be written in pink.

When identifying an area for specific improvement the respective work in the pupils' book (English or Maths) will be identified with a green pen or highlighter. The corresponding teacher comment will also written in green.

There will be a maximum of 2 identified specific areas for both pink and green for each piece of work.

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

To manage marking, post-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work. It is also helpful for pupils to respond to feedback from the previous lesson at the start of the next, before moving on.

Self-assessment
Pupil traffic light their work against their learning objective/success criteria accordingly:

Red: 'I find this difficult'
Amber: 'I can do this, but need more help to feel confident'
Green: 'I can understand and do this, and this shows in my work'.

Resources such as coloured pencils, pens or stickers are used by the pupils for self-assessment.

Peer Assessment
Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour, but not pink or green, and the peer assessor's name or initials must also be left.

Responding to comments

Pupil response to comments should be made in any colour except pink or green. If in EYFS or KS1 this is verbal, it should be recorded at such. A 'verbal feedback stamp' or 'VF letters' may be used. Response should be made as soon as reasonably possible in order to support pupils effectively.

4a) Procedures in greater detail:

i) The Frequency of Developmental Marking

- **All pupils' work is to be at least light marked by Teacher or Support Staff.** No work should go unmarked. Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards, material captured electronically and reproduced as appropriately, photographs, etc. **This is important as it charts the process and progress of pupils' learning.**

- **In English and Mathematics all pupils should have at least one piece of work marked developmentally by their teacher per week.** This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

- In the Foundation Stage, the developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant or SEND and be an agent to close gaps in achievement. In such situations an additional adult could be provided for this purpose.

4ib) Giving effective feedback to pupils.
- Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.
- It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.
- Effective feedback comes under three main headings:

Specific Achievement feedback identifies specific aspects of successful attainment and or

progress. This relates directly to the Learning Objective/Success Criteria and pupil self-assessment made by pupils using the traffic light system and Focus Education targets set for the individual.

Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- Specifically identify what has been done well. (Positive Praise in Pink)

- Identify an area for specific improvement followed up with an improvement task

or
- a specific area for deeper investigation/extension of understanding (Growth in Green)

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need – e.g. times tables, attention to place value, spellings, punctuation, grammar

Examples of feedback prompts can be found in Appendix 2

When constructing feedback teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

4ic) The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil.

Pupils are to initial all comments made by an adult. However, developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from the FS to Y6.

In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

Foundation Stage
Marking should be completed in pink and/or green by the class teacher as appropriate. Pupil feedback will be augmented by adults, until developmentally pupils are able to access this independently. Most pupils should be supported to respond to feedback by the summer term in Reception class at the latest. This is to enable transition from Reception Class to Year 1 in the Autumn term.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.

For pupils, where developmentally appropriate, as designated by SEN Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

Acknowledgement of response
This should be swift, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher will wish to address this with the child through another medium than feedback and response.

6. Unsatisfactory Work
We value finished work and work of high quality. However, we believe that if a child's work is unsatisfactory the teacher needs first to look at differentiation and inclusion to see if work was appropriate or manageable. They should question whether the pace or expectations were appropriate. If the teacher feels that the work needs repeating, this can be done in class time, golden time, as homework, or at playtimes as long as the child is supervised and not kept in for the entire break. Every child deserves some form of break.

7. Rewards

We recognise good work with positive comments and praise, both written and verbal, stickers, stamps, team points and rewards, etc. Stickers and stamps are collected on the children's achievement cards. Once completed children share their success in our achievements assembly

and they receive 10 points for their achievement team, plus a small prize. All achievements are recorded in a special book.

Children are also rewarded with 'Value Stones' which are linked to our Christian Values. Individual value stones contribute to a class achievement; once their 'class value pot' is full, a class reward is negotiated with the class teacher.

8. Role of other adults supporting

Support staff may mark work of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff welcome pack on arrival in the school. A copy of this policy can also be found in the class and staff room.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher to ascertain whether the marking of all pupils' work is monitored or a sample.

9. Parental Involvement

At Rothersthorpe we value working in partnership with parents and carers. We try to extend this by inviting parents in to see examples of good work. For example, at parent consultations, open afternoons/evenings', workshops, special events and achievements assembly every Friday.

The achievements assembly is part of the feedback process and highly valued by the parents, carers, teachers and children. Teachers need to ensure that all children are rewarded for their efforts. The achievements assembly is also a means of celebrating achievements outside of school and encouraging participation in further activities.

10. Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in intervention plans, Targets for Inclusion and agreements as appropriate.

It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress. It is also the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

11. SEND, Inclusion & Equality

All pupils are entitled to have their work marked in accordance with this policy.

Marking should reflect effort and not ability so that all children's work is marked fairly and provides positive motivation to achieve.

Some children need extra motivation and we believe that in some cases 'behaviour modification programmes' enhance a child's aptitude to learn and can improve behaviour. Smiley face cards, postcards, stickers and stamps are used to achieve this positive discrimination.

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. It may mean supporting pupils to read comments; recording verbal feedback and response; making reasonable adjustments for any specific learning needs. For example if a child has colour-blindness.

12. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and Subject Leaders as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both English and Maths as part of lesson observations to monitor the quality of teaching and learning in the school. In the Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be provided to teachers during their Performance Appraisal meetings.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

13. Policy Review

This policy was agreed by the Staff and Governors of Rothersthorpe CE Primary School June 2016.

Appendix 1
Marking Code/Prompts (to be displayed in classrooms)

Content prompts

√   correct

.   incorrect

◯   capital letter and full stop

Word underlined spelling mistake

Grammatical error/doesn't make sense so read again

/   finger space needed

//   start a new paragraph

∧   missing word

?   this does not make sense

Assessment prompts

LO/SC   Learning Objective/Success Criteria

I   independent work (or stamp)

S   supported work (or stamp)

VF   verbal feedback (or the 'verbal feedback' stamp can be used)

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Appendix 2 - Examples of feedback prompts requesting response.

(shaded statements illustrate similarity of tasks/response requests across maths and writing.)

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add…(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
	If the answer was ….. What could the question be?
Is there another way you could write this information?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining
Fill in the blanks: …..	Fill in the blanks: …. 2 + 6 = ☐
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ….	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me … that have …? Tell me two sentences that have adverbials.	Tell me … that have …? Tell me two numbers that have a difference of 12.
What … would you use to…? e.g. What word would you use show me what the character is feeling?	What … would you use to…? e.g. What unit would you use to measure the width of the table?
	What are the … of … ? What are the factors of

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Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with … simpler numbers … fewer numbers … using a number line?
What would happen if…?	What would happen if…? e.g. What would happen if you started with 52?
What new words today? What do they mean?	What new words today? What do they mean? What maths words also mean...?
	Would it work with different numbers?
What if you could only use…? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What if you could not use...? What if you could only use…? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

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