



SHERWOOD PRIMARY SCHOOL

**POLICY
FOR
Feedback and Marking**

JULY 2016



Marking and Feedback Policy

Sherwood Primary School

This policy complements the Learning and Teaching policies at Sherwood Primary School. It is a vital component in maximising the full learning potential of all our children.

Principles

- Wherever possible, children are involved in feedback and marking practices encouraging a dialogue for learning between children and adults
- All adults working with children should give feedback on their learning
- The manner in which feedback is given reflects the positive, but rigorous, learning culture of the school
- Feedback may be written and/or oral
- It may be immediate or reflective (ie. working with the child or marked away from the child)
- Children are given opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking predominantly focuses on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels
- It takes into account children's targets and their progress towards these
- Feedback and marking also provides positive feedback and promote high expectations and engagement in learning

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc.)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement
- Feedback and marking given will inform planning for learning



Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms:
 - Annotated notes on plans
 - Observations in Learning Journals
 - Summary notes on children's work or symbol, ie VF in KS2
 - Summary notes written by pupils
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above)
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments?
- **Self –assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)
- **Peer assessment and evaluation** – pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement

Prompts

At times, children will be asked to follow up a task through marking, with a circled '?' symbol. Closing the gap prompts:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

e.g. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a monster. With teeth like.....

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

e.g. LO: To identify the calculation needed to solve a problem



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Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ you could do $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - $6 \times 10 =$ or $10 \times 6 =$

Expectations

- Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult
- All work will be marked by the next time that book is used in that particular subject
- Detailed feedback and marking will be given at least weekly for Literacy and Maths.

- In literacy
 - Reading journals will be marked.
 - Short writing opportunities will be marked, although not every piece in detail.
 - Longer and independent writing opportunities are all marked in detail.

- In maths, correct answers will be ticked. Incorrect attempts will be marked with a dot or a small cross and misconceptions dealt with by teacher with pupil as soon as possible (if possible, during the lesson). Use of 'C' for corrections is used in Years 2-6.

- In other areas of learning
 - Feedback and marking needs to acknowledge progress towards the learning objective
 - When writing across the curriculum has taken place, this needs to be marked with the same rigour as any longer/independent piece of writing.

- 'Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for development.

Review

This policy was written in July 2016 and will be reviewed in July 2017.



Marking Codes

Stamps, stickers and smiley faces to be used to encourage, acknowledge good work and learning objectives achieved.

Anyone marking work other than the class teacher must initial the work they have marked.

Marking Policy Non-Negotiables

- All work is marked in red or green pen (choose one colour and be consistent).
- Include a positive comment and a point for development (target) as appropriate.
- Put a 'T' with relevant number (Eg. T1) in circle next to development point so it is easily identified as a target for improvement.
- Refer back to the development point in future work as appropriate.
- Year 2-6 children write simple and short lesson objective (LO) as the title in order to emphasise learning.
- Verbal feedback – KS1 put a smiley face with a speech bubble. KS2 put a 'VF.' Support staff also initial this symbol.
- Ensure teacher presentation sets an excellent example for the children.
- Marking ladders are to be used at times - personalised and used during units as appropriate.
- Write 'Please discuss' if you require the child to come and see you regarding the work.
- When identifying spelling errors, focus on those that should be known, or the current focus. Children may be asked to copy this out at times. (Sp)
- When marking a final piece of writing (e.g. end of unit), ensure only key errors are identified. The piece should not be covered in teacher marking.
- If work is incorrect, particularly in maths, mark with a small 'x' and a 'c' in a circle if it is to be corrected.



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Appendix B – Self and Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned

I think I will

I never knew

I discovered

I was surprised

I still wonder

I have learnt

Next time I could

I now know

I found...difficult because ...

I solved ... by ...

The best example of ... is ...

I like the way you ...

... is effective because ...

You could make your work better by ...

Have you thought about ...

If we look at the success criteria we can see ...

Next time you could ...

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep.

When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)