

# **Whole School Marking and Feedback Policy**

# 2017

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.



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**“A Home for Learning, Laughing, Caring and Trying”**

**Aims:**

**Effective marking should:**

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work.

**Basic marking:**

The learning objective/challenge and date will be at the top of all pieces of work throughout FS and KS1.

Basic marking would include one or some of the following:

- Verbal comments and oral feedback during the lesson
- Specific codes used which state whether children have worked independently, with learning partner or with an adult (see below for Quality Feedback and Marking codes).
- Verbal comments and oral feedback after lessons to indicate the learning that was achieved in previous lessons.

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I	Independent Work	p	Paired work
GP	Group work	V	Verbal feedback
TA	TA intervention group	ABC	Capital
T	Teacher guided	Sp	Spelling Mistake
R	Response	→	Next time...

When TAs work with a group, their marking should relate to the L.O. and success criteria and specify areas of difficulty. This will be used by teachers to inform future planning.

**Effective feedback:** (Quality marking)

This must relate to the Learning Objective only. This should be done ideally once a week or several times when appropriate in a unit of work.

Examples to show where children have achieved the success criteria in a piece of work will be highlighted green by the teacher.



Success criteria will be recorded in books when it is an effective feedback piece of work.

**Think pink:**

This is an area for the child to work on and improve.

- DIRT (directed, improved, reflection time) Teachers will use a pink highlighter to direct children to areas of their learning they need to correct/enhance. DIRT will be planned into sessions to allow children to respond to this.
- Teachers will give children prompts for improving work relating to the success criteria.
- Checklists showing the success criteria should be stuck into books for children to use as self-assessment. This will be a scaffolded process in Y1 with children becoming more independent self-assessors as they mature.
- Within lessons, teachers should build in time for mini plenaries with opportunities for children to reflect on success criteria and make improvements to work during the lesson.
- Once a week a challenge and response sheet will be used as in the table as follows:

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Learning challenge	Self 	Peer 	Child's response	Teachers response
I can...				
I can...				
I can...				

- After quality marking, time should be given, either in the next lesson or in a specific response time (DIRT), for children to read the marking comments and respond to the suggestions in the teacher's response box (see table above). Where children have responded to feedback marking in books, teachers should write R next to feedback to acknowledge the child's response.

**MARKING IMPROVEMENT PROMPTS:**

- Reminder prompt: linked to success criteria and L.O. e.g, Say more about..... Explain this for me....
- Scaffolded prompt: A sentence given by teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

**For children in Foundation and Y1:**

Feedback can be done by teacher or TA with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be done orally; the children will be taught to explain why a piece of work is good. "This is good because... " "It would be even better if....." Marking code symbols will be used for targeting children so they know what they need to focus on in their next piece of work (ABC, . , ) Improvements made to one child's work by a group of children should be adult scribed and "peer marked" written alongside, with a symbol written on the other children's work to show they have taken part in the assessment and feedback process.

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**Basic Self assessment:**

KS1 Children are expected to self-assess against the learning challenge/objective for every piece of work by either drawing a smiley face 😊 if they have ‘got it’ or a straight lined face 😐 for ‘not yet’. This will then be responded to by the teacher.

**Effective (Quality) self assessment**

Children will be taught to identify areas of success during the lesson and highlight it in green pencil (relating to success criteria). Children should highlight an area to work on (parts of success criteria not yet achieved), highlight or star in pink pencil and make improvements. This can be done either as mini plenaries within the lesson or at the end.

Marking in topic lessons should follow the same format as above.

<b><u>THE POLICY WILL BE REVIEWED ANNUALLY.</u></b>
DATE OF REVIEW BY GOVERNING BODY: March 2016 March 2017 March 2018
This policy was reviewed and ratified by the Pupil and Personnel committee in March 2017.  Signed: Chair of Governors _____  Date: _____