



Safeguarding

Threemilestone School is committed to safeguarding and promoting the welfare of all children.

We expect all our team members to share this commitment.

Marking and Feedback Policy

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking at Threemilestone School.

Rationale

Threemilestone School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking and feedback is an important factor in pupil learning, so this policy is crucial for Threemilestone School.

Aims

- To create a dialogue between the child and teacher which will aid progression.

- Provide consistency and continuity in marking and feedback throughout the school so that children and staff have a clear understanding of expectations.
- To provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap and thus improve their work and learning.
- To enable children to see marking and feedback as positive in improving their learning
- To raise the standard of work in school.
- To help foster independence in, and responsibility for the children's own learning.
- To inform the teacher and support staff about successes and misunderstandings and to enable them to plan the next steps in teaching based on these.

Our responsibilities:

- Ensure that all staff are aware of and follow the marking and feedback policy.
- Ensure that consistent codes of marking are used throughout the school.
- Monitor marking and feedback through children's work and discussion with children.
- Give recognition and praise for achievement and make children aware of any necessary improvements that need to be made.
- Involve all adults working with children in the classroom.
- Ensure that marking and feedback relates to learning intentions, which are shared with the children.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking (Focused Improvement Time).
- Respond to individual learning needs.
- Mark work frequently and as soon as appropriate.

- Use assessment, feedback and marking to inform future planning and individual target setting.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking – Focused Improvement Time
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set.
- Be consistently followed by teachers and TAs across the school in line with this policy.
- Use the agreed Marking Code (See Appendix 1).
- Positively affect the child's progress.

Marking and feedback in Key Stage 1 and Foundation Stage

- Verbal positive feedback is frequently used as a form of ‘marking’, along with suggestions for how the work might be improved next time.
- Children have opportunity to reflect on their learning at the end of lessons through comparison to given ‘Success Criteria’ and through ‘marking ladders’.
- ‘Acknowledgement Marking’ to be used as and when appropriate.
- Longer comments may be written on a child’s work, depending on the needs and ability of the child.

Key Stage 2

- Both verbal feedback and distance marking is used.
- Self-marking takes place, in reference to given ‘Success Criteria’ or ‘Marking Ladders’, with the teacher or T.A. to find out if the children have understood.
- For work that is ‘Distance Marked’ time is set-aside at the beginning of lessons in which all the children read their comments and are given time to act upon any suggestions given (F.I.T.).
- They are asked to self-assess, against learning intentions and ‘Success Criteria’. This is also the time in which any misunderstandings are cleared up and children are asked to correct some of their mistakes.
- Marking and feedback may take place immediately with the use of ‘showing’ their ideas and answers on their whiteboards.
- Children are paired for some lessons and these partners are used for peer assessment and feedback.
- Children are given opportunity to ‘Peer Mark’ others work against ‘Success Criteria’ and/or ‘Marking Ladders’, to reinforce their own understanding of the expectations of the lesson.
- ‘Close Task Marking’ used to give instant feedback for ‘test’ situations.

Forms of Marking

Quality Feedback Comments - Personalised Quality Feedback

Comments should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. A focussed comment or question should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments could be:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

Time is then given for the child to respond to the written prompt (using a purple pen), thus enabling them to 'close/ bridge the gap' and improve their work further.

Verbal Feedback – This means the discussion of work and direct contact with the child, which may be particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by a stamp to indicate that this has taken place.

Self Marking – Allowing instant feedback. Children are given opportunity to mark their own work. This is usually in response to Success Criteria, Marking Ladders or actual answers given by the Teacher / TA.

Peer Marking – From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve

the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

Summative Marking – is a snap-shot judgement on the standard of a piece of work. This method is often used at the end of a unit of work, through a test or other assessment such as APP. It is only valuable if this information is used diagnostically and formatively, as well as informing the whole school tracking process.

Closed Task Marking – associated with tasks such as spelling and tables tests which require an affirmative/negative mark.

Marking Ladder – a list of specific requirements for a particular piece of work, usually used toward the end of a unit of work as a prompt to include all the key features the children should be demonstrating in their work. They can be used across both Key Stages, taking the form of simple icons or images in Early Years and early Key Stage 1 and progressing to longer and more in-depth statements at upper Key Stage 2. Children should be given opportunity to assess their own work against these 'ladders' before the Teacher.

Organisation and Practice

At Threemilestone Primary School we have agreed:

- Children will be clearly given the learning intention for each lesson in the form of W.A.L.T. (We Are Learning To).
- Children should be provided with Success Criteria (verbal or written) for each lesson, related to the Learning Intention, so they are clear about the expectation and can evaluate their own work and learning accordingly.
- Teachers, and other adults, will use a variety of marking and feedback strategies to develop children's self-evaluation.
- Teachers, and other adults, will model good practice in marking as part of daily life in the classroom.

- Effective feedback will be given to children, in a variety of forms, about their work, depending on the nature of the task and the time available.
- Marking and feedback will be effective for the children and manageable and efficient for the teacher.
- To use consistent marking codes.
- Time will be planned for children to read, acknowledge and respond to comments written as part of the marking and feedback process.
- Appropriate frequency and depth to be applied to marking in each subject.
- Marking and feedback should be an organic part of planning in the short and medium term.
- Parents will be informed at the beginning of each new school year as to the practice and expectations of marking and feedback in each year group.
- Feedback in practical and non-written subjects (like Music and P.E.) should make use of strategies such as children evaluating their own work, verbal peer evaluation (against 'Success Criteria'), verbal 'Two Stars and a Wish' (from Teacher or other adult) and a thumbs up system. It is the professional responsibility of teaching staff to ensure that verbal feedback is of a high quality in these lessons.
- Children will be given time to respond to marking and feedback (F.I.T.). Purple pens will be used for pupil responses.

Monitoring

It is important that the Marking Policy is applied consistently throughout the school and in all subject areas. An overview of marking will be gained through regular work scrutiny and book sampling by SLT and Subject Leaders. Outcomes of marking should be evident in lesson planning.

Marking Codes.

Green highlighter- this shows evidence of meeting the Learning Intention, or 'Success Criteria'.

Orange highlighter - this indicates that elements of the learning intention have been met but not all.

Red Highlighter - indicates that the learning intention has not been met.

Sp or word underlined – spelling mistake

Wavy line- Incorrect word or words ‘does this make sense?’ Child needs to check.

^ - missing word or letter

P – punctuation error.

// - new paragraph needed.

/ - new sentence needed.

_____ Dated _____
Author

_____ Dated _____
Headteacher

_____ Dated _____
Chair of Governing Body

_____ Dated _____
Chair of Pupils and Curriculum Committee

Ratified at Full Governors Meeting:

Date of next review: