

Staploe Education Trust

Excellence through partnership



Marking, Feedback and Response Policy

Policy owned by Kennett and The Shade Advisory Body	
Approved on:	Summer 2018
Date of next review:	Summer 2021
Chair Signature:	J Humphrey



Marking, Feedback and Response Policy

Rationale

All marking should have a clear purpose for both the child and the teacher. We believe that marking and feedback should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives. The feedback process should enable children to become reflective learners, and help them to close the gap between current and desired performance. It also informs assessment, planning, target setting and reporting to parents and carers.

Principles

To support marking all written Literacy and Numeracy tasks will begin with *LO/LI (Learning Objective/Learning Intention): To..... Or WALT (we are learning to...)*

Marking and Feedback should:

- Relate to learning intention and success criteria, which need to be shared with the children
- Boost self-esteem and aspirations through the use of praise and encouragement
- Give recognition and appropriate praise for achievement
- Respond to individual learning needs
- Inform the next steps in learning
- Be in child friendly language (be accessible to all abilities)
- Give children opportunities to become aware of and reflect on their learning needs
- Involve all adults working with children in the classroom
- Be oral or written
- Inform future planning and target setting
- Be done promptly
- Be manageable for staff and pupils
- Be used consistently through school
- Take into consideration the repetitive nature of learning (particularly in Numeracy) which means the learning objective will be met again. Therefore, a child may not meet their learning objective before proceeding to a different unit/topic.

Staff must be aware of the impact that comments, marks and grades can have on learners' confidence, enthusiasm and motivation. A classroom culture of achievement where mistakes are learning tools is a vital part of the assessment cycle.

Strategies

Summative feedback / marking

- Associated with closed tasks or exercises
- May be a tick or for an incorrect answer a dot or circled error
- Children may mark their own work.

Formative marking / feedback

- Does not always need to be done at the end of a piece of work. If appropriate, a comment could be made to help the child continue their learning and successfully meet their objective
- May be oral or written
- Comments should be succinct and focus on performance in relation to learning objectives or success criteria and /or personal targets
- May use 'closing the gap' comments as a reminder, scaffold or prompt
- Indicate an area of work that needs to be rewritten and improved
- Use good examples as role models
- Inform planning and target setting

Our Marking and Feedback Strategy

Verbal Feedback

Verbal feedback is the most effective and valuable form of formative feedback. Staff are expected to use this as part of their everyday classroom practice. It involves use of open and probing questions and an on-going dialogue as work progresses towards the learning intention/success criteria. Verbal feedback can be identified as having taken place using the code 'VF'. Staff should then briefly record what feedback had been given. E.g. VF full stops.

Verbal feedback should:

- praise success
- identify ways forward
- encourage self-analysis
- be linked to objectives / success criteria
- focus on individual targets
- be precise and immediate
- be an opportunity to model reflective self-assessment

Written feedback

We use 'tickled pink' and 'green for growth' as a written feedback strategy.

A pink pen is used to show the children what it is we like about their work. Use the pen to underline any words, sentences, phrases that are exemplary. In maths, use the pink pen to tick any calculations/problem solving that is correctly set out. A positive comment might also be written in pink at the end of the work. (- pink ticks are sometimes enough)

A green pen is used to move learning on during or at the end of their work. Use this pen to identify areas for improvement - this may mean showing an example, modelling a strategy or asking the pupil to try something else. If there aren't any areas that need improving, then a next steps comment will be written, in green, to move the children's learning on e.g. 'Next time can you try...'



Written feedback is an opportunity for the teacher to step in to support, consolidate, accelerate or challenge.

For example:

- Intervene to Support - Intervention next step marking might suggest: *"Good try. Can you use the numberline to help you?" / "It will be easier if you wrote the numbers in the squares like this (example)"*
- Intervene to Consolidate - This is where the child may need a few more examples before they can move on. The examples are tailored to the errors a child has previously made after guidance has been given. *"Well done. Now try these questions, and don't forget the apostrophes!"*
- Intervene to Accelerate - With clear differentiation there will be tiered activities offering appropriate levels of difficulty. Next step intervention marking can simply move the child on to the appropriate level. A higher level of task should be available for the more able. The comment might be: *"Great! You can do it! Now have a go at the challenge card"*
- Intervene to Challenge - This is different from simply moving children onto an appropriate level of difficulty. This is about turning the level around, asking children to put their learning into practice. For example, *"Super! How much change would you have if you spent twice as much?" / "Fantastic, now think of a real-life situation where you would need to do this sum?"*

Written Feedback should be succinct and in language accessible to the children. Where possible, it should refer to success criteria so that children know how they did/could meet their learning objective. In the Early years, written feedback is always in the form of verbal feedback but it is written to inform other practitioners of the children's next steps and progress when working with the children.

Quality Written Feedback

Detailed quality marking:

- ✓ Praise areas where the child has met the success criteria and/or learning objective
- ✓ The focused improvement comment should help the child in 'closing the gap' between what they have achieved, and what they could have achieved
- ✓ Up to three things are identified as successful, which relate to the success criteria, and one part is isolated that could be improved against the success criteria
- ✓ It is not expected that this focussed improvement strategy would be used when marking every piece of written work but is expected to be used for example when undertaking an end of unit assessed piece of work
- ✓ This approach can be done verbally, especially with young children, as well as written.

The following improvement prompts may be used when teachers/teaching assistants are using quality marking: -

(a) *Reminder Prompts* - These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- ☒ Say more about James's character
- ☒ Explain this for me.

(b) *Scaffolded Prompts* - These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. This is supportive and enhances the original writing.

☒ What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?

☒ Describe what James would do if he heard unkind words about a friend.

☒ Finish this: James liked to play jokes on his friends. For instance, he...

(c) *Example Prompts* - This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

☒ *I went on a boat and it glided along the calm water.*

☒ What did you see on the boat trip? Fish? Birds? People? *I saw a jellyfish and crab.*

Spelling Support

Children are encouraged to develop their vocabulary and experiment using different words. When a child is doing a piece of writing they are required to draw a wiggly line under a word that they are not sure of the spelling - therefore not hindering the child's flow of writing. Children are then encouraged to check these words with an adult or in a dictionary when finished. The teacher/teaching assistant will identify spelling errors with the use of a green pen. The teacher/teaching assistant will pick out words that are age-related spelling expectation and will highlight a maximum of five. The teacher/teaching assistant will make time to discuss these words in the phonics/spelling session or in dedicated feedback time.

Assessing Learning

The children have a learning focus for all of their English, maths and science tasks, to make their learning explicit (Learning Intention [LI] or Learning Objective [LO]).

Self/Peer Marking

Children should be involved, as far as possible, in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. By placing a smiley face symbol next to the objective, the children show how they have evaluated their learning.

Depending on the task, pupils may also assess each other's learning. Ground rules need to be put into place when paired marking occurs. These should be decided by the class e.g. what are they allowed to record in each other's books and how. A prompt in the classroom would be useful.

The self/peer marking symbols are as follows:



*This was a bit tricky!



*I can do this and am ready for something new!



* I need some more help or I would like some more practise



During the summer term in Reception, the children are introduced to Peer/Self-assessment and that throughout Year One the children are taught how to assess each other's learning against the learning objective.

Response

The children at our school are expected to respond to the marking and feedback, as staff and pupils are responsible for moving learning on. Children will be given time during the week to respond to feedback given by a member of staff (be it verbal or written). Each class has a set of '**polishing pens**'. These purple ink pens are used when a child wants to respond to the feedback given by a member of staff. Any amendments or improvements to their work, following the feedback, need to be done in purple so that staff can see that the child has responded to the feedback given.

Supply Teachers

If a supply teacher is covering a teacher's class, then they will be left a pack containing instructions for marking and feedback. They will be expected to write 'supply' in brackets under their marking.

Appendix 1

Kennett Primary School's procedures

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At the end of a piece of work the pupils complete their own self-assessment by circling the smiley face which best represents their level of confidence in their independent learning.



When the marking is completed by the teacher they use a R A G system to indicate whether the pupil has not met, partially met or completely met the learning objective.

The Shade Primary School's procedures

Following the marking a tick is placed next to the smiley faces, by the staff member, to identify how successful the pupil has been with their Learning Intention.



= the child has demonstrated a clear understanding the LI



= the child has partially achieved the LI and needs further practise



= the child has not fully understood or completed the LI

Therefore, children receiving a tick on the 'demonstrated a clear understanding' smiley face should be given a 'green for growth' comment to move their learning on (next steps). If a child receives a tick on the other two smiley faces, then the 'green for growth' comment should support their misconception by modelling an example or give further examples to practise.