

MAERDY COMMUNITY PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

2017

**Introduction**

This policy document is a statement of the aims, principles and strategies for marking and feedback at Maerdy Community Primary School.

A Marking and Feedback Policy clarifies the school’s philosophy and strategies for moving children’s learning forward and demonstrates that there is a coherent approach towards marking. With an accepted policy in place all staff, including those new to the school, can be clear about what is expected of them. It also informs governors, parents and other visitors to the school of the marking and feedback procedures in place.

Marking is an integral way of carrying out the formal and informal assessment of children’s progress and it is also one of the most useful means of identifying the next steps in children’s learning. Marking may be carried out by the children themselves, by their peers, or by LSAs but it should always be overseen by teachers. All written work should be marked in the most suitable fashion. For example with younger children it may be verbal, and for older children it may be written. It is important that all staff follow the marking policy so that their marking is consistent and of the greatest benefit to pupils.

**Philosophy**

We have developed our marking systems at Maerdy Community Primary in recent years and we now have a process that is of greater benefit to our children, not only in the area of teacher marking but in peer assessment and self-assessment too. We recognise that marking is only of value if teachers’ comments are meaningful, constructive and clearly explain what the child needs to do to make progress. To this end it is also vitally important that children are given time to read these comments and fully understand their meaning in order to act on the advice given. As a result of this policy there will be greater consistency in the way that the children’s work is marked throughout the school and it is expected that a positive impact on standards will occur.

**Reasons for Marking:**

* To identify, check and monitor a pupil’s progress;
* To provide appropriate feedback to the pupils;
* To provide a dialogue between pupil and teacher;
* To help the pupil make a step further in their learning;
* To give encouragement;
* To provide evidence of assessments made;
* To aid Curriculum planning;
* To recognise pupil achievements;
* To identify pupils who need support or more challenging work;
* To identify the nature of support or challenges needed;
* To help in reporting to parents;
* To involve pupils in reviewing their own work and so help them to create their own future targets.

**The Principles of our Marking Policy:**

All marking and feedback should:

* Be manageable for teachers;
* Relate to learning goals and success criteria that are agreed with and/or shared with children;
* Involve all adults working with the children;
* Give children opportunities to reflect on their learning needs;
* Give recognition and appropriate praise for achievement;
* Give clear strategies for improvement;
* Allow specific time for children to read, reflect and respond to marking;
* Take a positive approach (where attainment targets are based on the child’s previous attainment) within the context of marking towards learning goals;
* Respond to individual learning needs, which may involve marking face-to-face with some children and at a distance for others;
* Inform future planning and individual target setting;
* Use consistent codes throughout the school;
* Be seen by children as positive in improving their learning;
* Encourage and teach children to self/peer mark wherever possible;
* To raise pupils’ self-esteem;
* Be a process of assessment for learning.

Strategies and methods of feedback and marking

Time and commitment must be given to provide high quality feedback and marking to all children in all areas of the curriculum.

Literacy and numeracy skills must be developed across the curriculum and should be acknowledged in feedback and marking as appropriate to the needs of the individual child and task.

Feedback and marking must inform future planning, differentiation and target setting. Feedback and marking must be undertaken by the adult working with the child, group or class; this may include teachers and support staff.

Instant/ Verbal Feedback

At Maerdy Primary School, we are mindful that some of the best and most effective feedback is immediate. This is essential for younger children but can also be very effective throughout KS2. Feedback should be given by the adult working with the child, group or class throughout the session. In the Foundation Phase, teachers will generally give verbal feedback to pupils. In KS2, where instant feedback is given, the code IF will be written in pupil books.

Written Feedback

Written feedback at the school uses Tickled Pink and Green for Growth. This is an assessment for learning strategy which uses two different colours to formatively assess children’s work. Pink is used to highlight areas of work that have met the learning objective. Green is used to identify areas of work that need improving. Comments at the end of a piece of work will also be completed in pink or green. Pink will indicate successful aspects of a child’s work while green will indicate a prompt that pupils will have to respond to immediately after reading. Pink ticks will be used to indicate successful aspects of work, while double ticks will be used to indicate excellent work. In maths, ticks, double tickets and comments are used consistently while green ‘challenge prompts’ are used occasionally to take the learning to the next step or apply the knowledge in a different setting, EG using reasoning skills.

Written feedback and marking must be provided regularly, consistently and in a timely manner. Where possible, marking should be undertaken with the child during the session.

The marking and feedback given should be related to the success criteria both identifying strengths and clear ways to make further progress. Where appropriate it should relate to literacy/numeracy and/or child’s individual targets.

Marking prompts in KS2 to support/challenge pupils to make further progress must be purposeful and may come in the form of:

• A question prompt – ‘Can you tell me more about your characters motives?’

• A scaffold prompt – ‘Harry was so excited he....’ pupils finish the sentence

• An example prompt – How is Harry feeling at this point in the story

1. Angry b) Sad C) Confused

Pupils tick or circle the answer they feel most appropriate

In the case of redrafting in KS2, pupils will be encouraged to find at least three improvement points to make in their second draft. These improvements will be highlighted by the pupils in green pen. Where only certain sections of piece of work need redrafting this will be underlined in green pen by the teacher.

**Principle Codes for teacher marking**

**Foundation Phase**

🗸 🗸 - LO has been met

🗸 - LO partly met

Wish symbol – Way forward

VF – Verbal Feedback

I – Independent

PS – Partner support

TS – Teacher support

S - Scaffold

**Key Stage 2**

🗸 🗸 - Indicates excellent work in relation to the LO / Success Crieria

🗸 - Indicates good / very good work in relation to the LO / Success Crieria

IF – Instant feeback

VF – Verbal Feeback

SG – Support Given (previously WS)

I – Independent work completed

GW – Group Work

**Peer and self-assessment**

Regular and meaningful opportunities should be given for children’s self and peer evaluation and marking. This must be modelled by staff and be appropriate to the age and ability of the children. Children can identify strengths and ways for improvement using the success criteria. This may be through informal responses such as thumbs up/down, oral responses such as discussion about their learning, or written responses such as self or peer marking. Where appropriate children can also reflect on progress towards the achievement of individual targets.

Informal self-evaluation can be undertaken frequently throughout a lesson, day or week as appropriate for assessment for learning. Opportunities for oral and written self and peer evaluation and marking should be planned for on a weekly basis (see text detective).

All children in KS2 have literacy and numeracy skill ladders stuck in the front of their books. These are used by the pupils to set targets which are reviewed regularly.

Pupils are encouraged to write their own prompts in their peer’s books. In order to do this, children should be provided with examples of the appropriate questions to ask with blooms taxonomy scaffold cards.

Pupils learn to provide and accept oral feedback given by peers for example during talking partners/ team groups.

**Text Detective (KS2)**

Text Detective is used in SFA and writing across the curriculum to allow children to look at their work analytically. Children peer and self-assess written work against success criteria using pink and green highlighters. For lower KS2 a single focus point of the writing may be highlighted in pink and referenced against the success criteria. In higher year groups more of the success criteria would be expected to be analysed and MAT children may write an evaluation paragraph explaining how their work was successful. Green highlighters are used to identify elements of the work that could be improved on (see appendix for examples).

In order for this to be successful, children need to be trained to peer mark through modelling by the class teacher in small groups. Peer marking should be planned for and incorporated into SFA lessons regularly. Teachers should encourage a dialogue between children; the children should discuss each other’s work together referring to the success criteria

**Monitoring and Review**

The SMT and subject coordinators will regularly monitor the standards of feedback and marking across the school as part of the school’s processes of self-evaluation. This includes:

• Monitoring of children’s work;

• Conducting ‘listening to learner’ discussions with pupils;

• Lesson observations.

**Marking and Feedback are Effective When:**

* Practice is consistent and in line with the overall policy on assessment, recording and reporting throughout the school;
* Feedback about work produced is made promptly and regularly;
* Both oral and written feedback is provided where appropriate;
* Marking focuses in response to the learning objective and success criteria;
* Pupils are regularly given opportunities to assess their own work;
* Pupils understand what they need to do next in order to improve;
* Information gained is used to adjust future learning plans;
* The policy is shared with parents and guardians, so they can reinforce it;
* The policy is regularly reviewed and understood by all members of staff so the practice continues to reflect the school policy and enables the pupils to make the most of their abilities.

**Equalities**

Every effort is made to ensure that feedback and marking provides equal benefit for all children who attend our school irrespective of ability, gender, ethnicity, religion or belief. We endeavour to make every child feel safe and included in as fair a way as possible. Sensitivity and a sense of fairness is emphasised during monitoring and assessment to take into account the broad spectrum of outcomes in relation to equality of opportunity for every child. Each child is valued and seen as unique and special and feedback and marking is personalised to the individual needs of the child.