



Edenham C E Primary School

Marking and Feedback Policy

1. Introduction

Pupils need to know what they have done well, what they have achieved and how to improve their work in order to learn effectively.

We believe feedback and marking should support effective learning for every child. It should focus on success and identify areas for improvement against learning objectives, and enable every pupil to make good progress in their learning.

Teachers and support staff need to know what children can do well so they can meet their needs as fully as possible.

2. Our Commitment

It is Essential that we	It is Desirable that we
<ul style="list-style-type: none"> ▪ provide clear learning intentions and success criteria ▪ highlight success and indicate one or two instances where improvement could take place ▪ make feedback accessible to the learner - written comments must be readable ▪ allocate time for feedback to take place or for learner to read written comments ▪ expect some focused improvement to take place, based on the feedback ▪ make effective use of time spent in providing verbal and written feedback 	<ul style="list-style-type: none"> ▪ encompass pupil self-evaluation and feedback from peers ▪ provide strategies for improving work ▪ model strategies for improvement through teaching ▪ link to longer term target setting

3. Purpose of the Policy

Marking and Feedback is most effective when all staff follow an agreed, consistently applied system. The purpose of this policy is to describe the agreed system used in our school – how, when and by whom written feedback (marking) will be provided and how oral feedback (feedback) can be used to support pupils in the best way.

This policy can be read in conjunction with all other school policies, in particular the Policies for

- Assessment and Recording
- Behaviour

Feedback is an essential part of the planning, assessment, teaching and learning cycle. It is provided for the direct benefit and improvement of the pupil's learning. It is designed to inform pupils of the progress they are making and identify areas they need to work towards (the 'next steps').

Feedback can be oral (feedback) or written (marking).

We mark children's work and offer feedback in order to:

- support learning and move pupils' learning forward
- encourage, motivate, support and promote positive attitudes to learning
- help pupils establish clear links between learning objectives and their own successes or areas for development

- give a clear picture of successes in their learning, and help them understand what the next steps are
- promote high standards and share expectations
- provide the ongoing assessment that should inform future lesson-planning
- develop self-assessment, whereby they recognise their difficulties and accept guidance from others
- promote peer assessment, learning how to give feedback and explain their thinking to others
- encourage dialogue between pupils and between pupils and adults

To summarise, to be effective Feedback should comprise 4 elements:

- **identifying exactly what the learner has done well**
- **identifying what they have been less successful in doing**
- **giving an indication of how improvement can be made**
- **providing time or opportunity to make the improvements.**

4. Strategies

*“If we think of our children as plants... **summative assessment** is simply measuring them... comparing and analysing results but, not directly affecting their growth... **Formative assessment**, on the other hand, is the gardening equivalent of feeding and watering, directly affecting their growth...”*

Shirley Clarke, 2001

4.1 Learning Objectives and Success Criteria

Pupils learn best when they clearly know what is expected of them and how to be successful. Teachers should have clear intentions behind planned opportunities for learning – the intentions are referred to in Edenham School as Learning Objectives.

These should be referenced on all pieces of pupils’ work;

- Pupils themselves may write a short Learning Objective at the beginning of their work
- Teachers may provide pupils with a Learning Objective to be stuck onto the work
- OR, for younger pupils, teachers may summarise the Learning Objective in their own marking comment.

Most learning activities will require Success Criteria. These are the guidelines for success – what the pupils need to do or include in order to be successful.

Success Criteria may;

- be made available for pupils at the start of a learning activity
- be agreed with the pupils during the activity
- be identified at the end of an activity to see what pupils have identified as useful – a ‘menu’ for what they can apply next time.

4.2 Summative feedback/marking - ✓ and x

This usually consists of ‘ticks and crosses’ type-marking, or a comment that summarises what has been achieved. It is associated with closed tasks or exercises.

Wherever possible, pupils will self-mark this type of activity as a whole class or in pairs.

The work that this approach is appropriate for is, for example, spelling tests, mental maths tests or short activities involving a series of closed questions (those with a specific answer) designed to practise using specific knowledge.

Ticks may also be used as an acknowledgement mark – for example, teachers indicating that they have briefly reviewed the work/ learning.

4.3 Formative feedback/marking

Formative feedback forms the majority of the feedback we give to pupils in order to help them learn to the best of their ability.

Verbal Feedback

With verbal feedback, in the course of a lesson, teachers' **comments** to pupils should focus;

- **on issues relating to the learning objective** of the lesson (or unit of work)

and may **sometimes** focus on

- **other features as appropriate**. E.g. this may relate to general expectations of the group or individual targets.

If the teacher is referring to a piece of written work, during the course of a lesson, **the teacher should indicate on the work at which point the feedback was made**.

For example, if there is time, they should briefly **summarise their comments** on the piece of work. If time is short or they do not wish to interrupt the pupil's flow, they may **indicate with 'VF'** the point the pupil was at when they spoke with them.

This should then be followed up during 'quality marking' – evaluative comments could relate to whether or not the teacher's suggestion/ intervention was taken on board? Whether or not the pupil went on to make improvements/ add something that was missing? etc.

'Quality marking'

'Quality marking' in this context, refers to more extensive marking undertaken by the class teacher. Not all pieces of work can be 'quality marked'.

Extended pieces of work (eg. a writing task completed over a unit of work, a one-off timed writing activity or a project) will all be 'quality marked'.

Other tasks that may be 'quality marked' may include for example, the planning stage of a design task, the end of the first attempt at writing in a particular genre.

As stated above, written 'quality marking' should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant').

In our 'quality marking' we will;

- **highlight no more than 3 things** (or one or two things with younger children) which best meet the learning objective, success criteria or an individual's targets
- include a '**closing the gap**' comment at the end of the piece of work, describing what the improvement might look like.
- Make sure that there is **TIME** for the improvements to be made

Useful 'closing the gap' comments are:

Reminder prompts

Literacy

- What else could you say here?
- How do you think the dog felt?
- Write some key words to describe the boy's character
- Describe the merman
- Explain, describe, elaborate, tell me more, justify your answer, how do you know, why do you think this, give reasons for....
- Which example do you think is better – tell me why?
- Teach me or a friend how to
- Look at your personal target.
- Please check your work for punctuation, eg. capital letter, full stops, etc

Numeracy

- In problem solving-remember to show workings out
- Remember to add the unit of measure to your answer
- Remember to check that your answers are realistic
- Take care to spell the names of the shapes correctly
- In word problems make sure you are using the correct operation
- Can you think of an effective way to check your answer?
- Please write units in your answer
- What does the word parallel mean?

Scaffolded prompts (requesting more detail on their learning)

Literacy

- What was the dog's tail doing? The dog was angry so he... Describe the expression on the dog's face
- If he was annoyed how do you think he might have shown this?
- Could you use a variety of sentence types?
- He was so surprised he (Finish this sentence)
- He _____ loudly, running around feeling very _____.
- How could you add more detail to engage the reader?
- Could you write a different ending?

Numeracy

- Here is one calculation and here is another-which one is the most efficient? Why? eg $5 \times 5 = 25$ or $5 + 5 + 5 + 5 + 5 = 25$
- What would the title of this graph be?
- Can you spot any patterns in the 9 times table?)
- What is the value of the underlined digit?
- How could you turn the remainders into a number to make it a 2 decimal place answer?
- $2 + 8 = 10$ or $3 + _ = 10$

Example prompts

Literacy

- Choose one of these adjectives to make your opening sentence really powerful
- Pick one of these sentence you think would ...
- Underline one of the sentence examples you like the best and then write your own
- Which example do you think is better? Choose one (Circle it) or re-write it below. Could you tell me or partner why?
- This example needs improving – choose one of the words given and improve it yourself.

Numeracy

- Use money to calculate eg $25p+35p=60p$
- $467=400+90+7$. $254=$ + +
- This line on each side of the shape shows they are equal. Now draw a regular 5 sided shape and add the lines where necessary
- Look at the calculation given. Where/why is it wrong?
- $243=$ two hundred and forty three $128=$ _____

4.4 Peer and Self-assessment

Sometimes, pupils will mark each other's work or they may mark their own. During their time at Edenham School we aim to teach them summative and formative strategies. What this looks like will depend on the age and ability of the pupils.

They will be consistently be taught the habit of focussing on the four elements of effective feedback described earlier;

- **identify exactly what they/ their partner has done well, specifically referring to the original learning objective or individual target.**
- **identify what they have been less successful in doing**
- **give an indication of how improvement can be made**
- **find time or opportunity to make the improvements.**

The following points are guiding principles for teachers working with any pupils working in pairs or small groups to feedback on each others work;

- Pairings need to be based on someone a child can trust – often best decided by the teacher.
- Pairings are ability based – generally these combinations work best for there to be an equal dialogue about the learning - two middle attainers, two higher attainers or one middle and one lower attainer together.
- Encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (e.g. '*I think this bit really shows how that character feels, what do you think?*')

5. Good Organisation for Effective Feedback

- Where possible, pupils should be encouraged to self mark.
- We aim to set less work or fewer activities, especially in literacy and mathematics, so that time can be planned in for review, feedback, making improvements etc.
- Wherever class discussion takes place, feedback is given orally. In most lessons notes will be made by teachers to inform future planning.
- Pupils need to have some feedback about their work, but flexibility is important, depending on the nature of the task and the time available.
- Distance marking should be accessible to children and manageable for teachers.
 - Codes will be used sparingly for ongoing, specific marking (eg. paragraphs or spelling) in combination with 'quality feedback'.
 - Any feedback should be in language accessible to the pupils.
- When work has been distance marked, time should be given for children to read and then make one focused improvement based on the improvement suggestion.

6. Other Practicalities

- Teachers will write their written comments in a colour that is different to the colour of the pupils pen/ pencil - **Successes will be written or highlighted in Green (Golden Moments!), areas for development will be written or highlighted in Pink or Purple (Pink to make you think)**
- Class teachers will encourage pupils to use two colours when Peer Marking someone else's work, or their own work – again, one for Success (a Golden Moment) and another to identify something to think about.
- Written feedback, if made by an adult other than the regular class teacher, should be labelled as such – ie. TA (teaching assistant), ST (Supply Teacher).

For a full break down of our marking code, see [Appendix 1 – Marking Code](#).

7. Equal opportunities and Inclusion

A broad and balanced education is the entitlement of all pupils, regardless of ethnic origin, gender, class, aptitude or disability. Applying this policy effectively and consistently is part of our commitment to ensure that all pupils are able to access their learning, in order that they may make the best progress they are capable of.

8. Monitoring of Effective Feedback

We will regularly monitor the use of written marking and oral feedback – for example, when carrying out lesson observations, work scrutiny, pupil interviews or pupil progress meetings.

Opportunities will also be taken during the school year to look specifically at the use of marking and feedback in line with this policy, by the school's leadership, governors, and/ or subject leaders as appropriate.

One sample format for reviewing the Quality of Marking is attached in [Appendix 2](#).

9. Training and Development

Time will be set aside for staff to review feedback strategies - their effectiveness, their consistency, or to look at alternative strategies – as part of the programme of CPD. This will be as a whole staff or individually as required.

10. Evaluation and Review

It is the intention that this policy should operate for the next three years, and then be fully reviewed again by all staff and governors. To ensure that the policy is in practice, and to help teachers keep track of their own work and needs for support, discussion between Head Teacher, subject leader and teachers will take place.

Head Teacher Mrs Kris Radford- Rea

Chair of the School Development Committee; Father Andrew Hawes

Date of review October 2014

Date of next full policy review January 2018

Agreed Marking Code

Successes will be written or highlighted in **Green (Golden Moments!)**.

Areas for development will be written or highlighted in **Pink or Purple (Pink to make you think)**

<u>Code</u>	<u>What it means</u>	<u>When to use it</u>
VF	Verbal Feedback	Indicated at the point in pupils' work where the feedback was given. A short summary of feedback should be included (e.g. <i>Speech Marks, Paragraph, Powerful verbs etc</i>)
I	Independent	When pupils have completed something without adult support (they may still have used dictionaries/ word walls/ phonic girds etc)
T	Teacher support	When work has been completed with Teacher working alongside.
TA	Teaching Assistant support	When work has been completed with Teacher working alongside.
OA	Other Adults	When work has been completed with another Adult (e.g. parent helper)
S	Student Teacher	When work has been completed with Teacher working alongside.
ST	Supply Teacher	When work has been marked by a Supply Teacher
<u>Luvly</u>	Underlined with a wiggle	Check grammar or spelling (pupils may use this one themselves to indicate if they are uncertain about a word)
//	Start a new paragraph	
It was a lovely day we went to the park.	To indicate that something needs to be added	Missing punctuation? Grammar? Something else needing attention?
√	Correct	When something is correct or to acknowledge that it has been looked at by an adult and no further comment required.
c	Correction required	When a pupil needs to go back and make a correction
x	Incorrect	When something is incorrect but nothing further needs to be done by the pupil

NB. Peer Marking – Pupils should include their own initials next to comments when reviewing someone else's work.

Appendix 2



Monitoring – Marking, cross curricular

Year Group: _____ Date: _____ Completed by: _____

Features observed	Evidence				Other relevant information
	much	some	little	none	
Celebrates success in broad terms. (Positive comments? Smileys? Housepoints?)					
Behavioural comments/ attitudes to learning activity.					
Can be understood by pupil (handwriting/ spelling/ pupil-speak?)					
Encourages reflection.					
Level of support in task is indicated – (T = teacher, TA, GWr etc).					
Refers directly to objective/ success criteria.					
Identifies common errors in aspects pupils should be familiar with.					
Reference made to individual/ group targets.					
Pupil response evident – initials/ tick by pupil etc.					
Evidence of dialogue between teacher and pupil – answers questions, makes improvement, asks a question.					
Improvements made in subsequent pieces of work.					
Verbal feedback by teacher is indicated in work – coded or record of comment.					
Evidence of paired editing/ peer marking.					

Gives ideas for improvement – improvement prompts.					What sort of prompts are most common? Reminder/ scaffolded/ example?
Evidence of time allowed for making improvements.					

Appendix 2 cont.

Is the amount of marking is appropriate? (amount/ length/ regularity)

General Observations: (annotations/ jottings/ drafting and planning/ range of subject content/ level of differentiation / etc?)

Questions? (What is not clear? Anything need clarifying? General questions?)

Suggested Priority Areas for Development;

- 1.
- 2.
- 3.