Feedback / Marking Policy

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to children;
- inform future planning and group target setting;
- relate to the learning intention / curricular layered targets and comment on previous attainment within the context of the learning intention / curricular layered target;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs: eg. marking face to face with some and at a distance with others;
- use consistent marking symbols across the school;
- ultimately be seen by children as a positive approach to improving their learning.

In order to achieve a whole-school approach, marking methods must be agreed and should be:

- consistent across year groups
- developmental across age range
- consistently applied by all those working with children in school, including support staff AND supply teachers
- monitored against the criteria stated

How do we mark children's work?

Marking is more effective when:
- it takes place alongside the child
- it involves the child looking critically at their work
- it involves the child in their own development working towards individual targets.

Ideas to support effective feedback:

- Ensure dedicated time is given for feedback
- Model good feedback and make your expectations explicit to the children
- Use of post-it notes, address labels, etc. as visual aids
- Use marking codes alongside children to evidence verbal feedback. Children then sign to acknowledge the feedback.
- Marking needs to model good *Standard English* to inspire and motivate all children.

N.B. See Appendix 1 for Marking Codes

Children's work needs to be marked in a colour that can be clearly seen. At Coppetts Wood all teachers mark in **green** pen.

The school makes use of three forms of marking/feedback:

1. Oral Feedback
Coppetts Wood School recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be marked VFG for verbal feedback given and initialled. At times, children will then independently write their next steps in their books. Children of all ages need oral feedback but this is particularly important in the early years, in KS1 and in the Language Resource Provision where children may be unable to read or understand a written comment.

2. Written marking and feedback -Summative feedback / marking
This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be carried out by the children, as a class or in groups.

3. **Written marking and feedback -** Formative feedback / marking

Not all pieces of work can be Quality Marked. Teachers decide whether work will simply be acknowledged or given detailed attention. Teachers use the **school's marking symbols** (which are shared with the children) so there is a consistent approach across the school. Acknowledgement should always relate to the learning intention.

In **English**, all teachers in KS1 and KS2 aim to Quality Mark at least four pieces of written work each half term. Marking symbols are used and a tick for Learning Intention achieved.

In **Maths,** marking symbols will be used and a tick for Learning Intention achieved. A written comment may be used to help children know how to improve in the next lesson to 'close the gap' in their learning e.g. remember your pairs to 10. Note: Errors in mathematics are always corrected

In all other subjects, an acknowledgement will be made on the work and a comment will sometimes be written. This comment may relate to their literacy skills as the same expectations in writing is expected in all subject areas.

What is Quality Marking in English?

When a child has done a substantial piece of work and it has to be marked away from the child (e.g. one paragraph of a story). Teachers focus on both successes against the learning intention and improvement needs. This helps the child to see what they did well with and one area to work on when writing the following day (e.g. second paragraph of the story). Assessment for Learning (AfL) is needed in Literacy after each day's writing to inform guided writing groupings.

When Quality Marking teachers:

1. read the entire piece of work
2. Tick the success criteria if achieved. The child is also encouraged to self assess and tick off the success criteria if achieved.
3. give an example of where the child has met the learning intention (star)
4. identify one area to be improved (wish)
5. provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Closing the gap

At KS1 the comments will often be through discussion with the child and at KS2 comments will be face to face or written in the child's book. Useful closing the gap comments are:

- A **reminder** prompt (eg ' What else could you say about the prince's clothes?');
- A **scaffolded** prompt (eg. ' What was the monster doing?', ' The monster was so angry that he…')

All children are given a comment and sometimes children are given a comment which will extend their thinking.

In order for the marking to be formative, the information must be used and acted on by the children. In Literacy, this feeds into guided writing and shared writing. Therefore, when work has been Quality Marked, **time is planned** in the next lesson for **children to read the comments made and respond to them. Responses to feedback, whether alterations to the previous writing or taking on the idea for improvement should be highlighted by the child unless it is in the work which is to be published.**
Teachers model this process to the children at the beginning of each year so that they are clear what the different markings on their books mean and what is expected of them when they respond.

How do children evaluate their own learning?
At Coppetts Wood children write learning intentions as 'LI' statements. At the end of lessons, children are asked to mark next to the learning intention whether they feel they have met the learning intention or not by putting a smiley / confused face (KS1) or traffic light (KS2) coloured dot (in pencil crayon), choosing the colour according to their degree of understanding; Green – Fully understood, Amber – Getting there, Red – Not understood. Then the teacher should follow the child's self-assessment up in the next session e.g. teacher works with red and ambers to give further explanation, greens consolidate learning or move onto the next stage. This informs future planning (AfL).

Teachers also sometimes provide a success criteria check lists (SC) for children to tick either as their work or when they have completed a piece of work. This is also ticked off by the teacher

What other styles of marking do teacher's use?

A tick and an initial
This is used particularly in KS1 but also in KS2 when there has been a large amount of adult input in the lesson, or for closed tasks or exercises where the answer is either right or wrong.

Self marking

All children in Years 1 to 6 are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning. Marking symbols may also be used by the children.

Shared Marking

Teachers sometimes use one piece of work from an unnamed child to mark as a class, on the white board. This enables the teacher to model the marking process, using the marking symbols, marking against a set of agreed criteria and teaches particular points at the same time.

Peer Marking

All children in Years 1 to 6 sometimes mark narrative work in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
4. Pairings should be ability based, of two middle, two higher or one middle and one lower together.
5. Encourage a dialogue between the children rather than one child being the 'teacher'.

What about correcting spelling, punctuation and grammar?

When children have completed a task, teachers ask them to check for things that **they know are wrong** in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

Not all spelling, punctuation and grammar errors are marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and meet previous targets: eg. when an adult feels that a child can correct a spelling he or she will write 'sp' in the margin and underline the part of the word the child has spelt incorrectly in order for them to attempt to correct it.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

How do teachers in the Early Years mark children's work?

In nursery and reception, the teachers focus on giving oral feedback to the children but may write a comment with the child in their special books. Staff also write comments on the back of work or on post-it notes as part of the process of gathering information for the Profile. The name of the child should be on every piece of work and all comments should be dated and initialled. Stamps will be used to indicate whether the work was independent, pair, group, TA Assisted or Teacher Assisted.

What is Quality Marking in Maths?

Teachers need to explain to pupils that, in line with school policy:
- they will receive detailed written feedback on their work periodically and selectively
- such feedback will be focused on key priorities (the learning intentions)
- such feedback will identify what they need to do to improve
- seeking help is an essential part of their learning and leads to useful discussion about ways of learning
- feedback will require interactivity/action by the pupil.

How often should feedback be given?
Not all pieces of work need to be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. All work should be marked

- Feedback should be given at the most critical point, e.g. when learning a new concept/skill, when applying a skill, when a misconception is spotted
- Work will be quality marked for each child at least once a week – this may be part of guided group work
- The next step will be realistic and will move children's learning forward
- All other work should be acknowledged.

<u>Oral and written feedback is a key element of successful formative assessment. Providing meaningful feedback will also:</u>

- encourage an on-going dialogue between teacher and learner
- provide a record of what has happened
- enable learners to recognise their achievements
- give clear strategies for improvement
- give learners opportunities to become aware and reflect upon their learning needs
- motivate learners to take ownership and control their own learning process
- inform future planning
- support target setting
- inform assessment

<u>See Appendix III for examples of quality feedback</u>

<u>Peer and Self-Assessment (This needs to be taught):</u>
When asking children to peer and self-assess, it is important to remember to:

- discuss the LI and SC so children know what they are marking to
- provide a safe learning environment for the children to test their ideas
- use pupils as role-models
- provide opportunities to mark together (without focus being on the answer)
- ensure children are aware of marking codes
- provide opportunities for the children to discuss learning together
- provide time for pupil-to-pupil talk, at key points where this will move learning forward
- give children opportunities to think about what their next steps may be.

<u>EXAMPLES OF GOOD PRACTICE</u>

Here are some comment suggestions for marking children's maths work and giving them next steps to respond to.

Quality marking should be done once a week.

- **Define key vocabulary in maths:** e.g.: Explain in words what **product** means… This could be written in a speech bubble in books or orally to the teacher.
- **Prove it:** 13 x 5=60. What do you think? Prove it/ disprove it.
- **Consolidate:** Question based on work done in maths lesson.
- **Extension:** Uplevelling question
- **Tell Me:** Tell me the steps for success when using a protractor.

- **List:** List five words to do with 3D shapes. Extension: Define them. List the pairs to 10/ number bonds to 20 etc.
- **Show me:** Show me the hardest addition/subtraction/multiplication/division calculation you can do.
- **Can you:** Can you calculate the missing number and explain how you would solve it?

  e.g. $\square$ + 13= 20   ___ is 10 less than   ____ is 20 more than
- **Where have I gone wrong?** Children to spot the mistake in a method.
- **'If we know that...then we know that…'** Encouraging children to make links between concepts e.g. If we know that 3 x 7=21, then what else do we know?
- **Write your own problem:** Based on application of key knowledge taught that week.
- **Place value:** Teacher to write some numbers e.g. 2, 43, 18, children to write as words/put in order/round to nearest 10/100/1000, how many hundreds etc.
- **Resources:** Which maths resources would help you add numbers to 100? e.g. empty number line, 100 square, digit cards.
- **How would you use this maths in real life**? For example - adding decimals 0.25 + 1.34 (money, litres, measure, etc.).
- **Odd one out:** Give children a range of numbers/shapes. They have to spot the odd one out and say why.
- **Prior learning:** Give children a question to determine their understanding prior to starting a new unit e.g. Next week we are going to be looking at co-ordinates. Tell me what you already know.
- **Ask me:** Reviewing a unit. Is there anything that we have just learnt about that you would like to check with me?

IEP Targets

IEP Targets are monitored regularly. Staff write comments on post-it notes or on record sheets to show evidence of the child's progress made against the targets set. IEP records are kept in the SEN File for each class.

How will this policy be monitored and evaluated?

The head, deputy,Senior Management Team and subject leaders will monitor books and talk to children about their work. Feedback and support is then provided to staff.

When was the policy adopted and reviewed?

The policy was adopted in September 2009.

Reviewed: February 2012.
Review: October 2013 Reviewed: September 2014

APPENDIX 1: MARKING SYMBOLS FOR WRITING

Verbal feedback – mark the work with VFG and initial it.

Written feedback - Mark the work using the agreed symbols.

LI   Learning intention achieved - tick the LI and success criteria if they have been met. The child should also tick the success criteria they think they have achieved.

P   Punctuation

Sp   Spelling (and word underlined)

? or ?{   What does this mean?

∧   Missing word

//   New paragraph

              Move

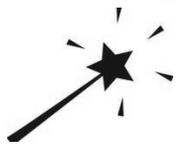C   Conjunction

PM   Peer marked

SA   Self assessed

*   Star – Identify one or two things the child has done well

              Wish - identify one or two areas to be improved and provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

The child should initial the teacher's comment when they have read it. They should then put a smiley face or star in the margin using a red pen to show where they have addressed the next step, either looking back at the piece of writing or in the next piece.

APPENDIX II: MARKING SYMBOLS FOR MATHS

Verbal feedback – mark the work with VFG and initial it.

Written feedback
Mark the work using the agreed symbols.

LI   Learning intention achieved - tick the LI and success criteria if they have been met. The child should also tick the success criteria they think they have achieved.

IW   Independent work

SW   Supported work

WR   With resources

O   Observation notes taken

PM   Peer marked

SA   Self assessed

             Think about

Tip   Example of more effective working

√   Correct

.   Incorrect, try again

14/09/11
1) 101 children and 10 adults (coaches seat 54
2) People. How many coaches were needed?
101 X 54 = 5454 + 10 =

X	100	1
50	5000	50
4	400	4

5000
400
50
4
5454

+5454
10
5464

- Sammy, you are setting out your work exactly as I have on the WAGOLL.
- You seem to be really enjoying doing the grid method multiplication.
- Well done for your determination and enthusiasm! (Im) ☺
- See if you can use the inverse operation to check your answer for the next question. This is a really good start to year 6. Mr Parsons! Well done!

29/9/11
L.O To be able to continue a sequence including negative numbers

Weather Forecast for Australia (in a very harsh winter)

Monday   8°C
Tuesday   6°C
Wednesday   4°C
Thursday   2°C
Friday   0°C ✓
Saturday   −2°C ✓
Sunday   −4°C ✓

Extension: What would the temperature be if it rises 12°C from Sunday's
              temperature? 16 = -4 +12

              What would the temperature be if it falls by 12°C from
              Sunday's temperature?

Almost Narra → 16 = 4 + 12
                        ↑ positive.

Take a look at this numberline....

-4 -3 -2 -1 0 1 2 3 4 5 6 7 8 9

Put your finger on - 4 and count on 12 jumps.
              - 4 + 1 2 = _____

Whole class work on number patterns.
I had on the board
1, 2, 4, 8,
Hannah answered. She told me that I had doubled 1 to make 2. Then doubled 2 to make 4. Then doubled 4 to make 8.
When I asked her what would be next. She said double 8. Then worked out using her fingers to help that it is 16.