



Smithdown Primary School

Marking and Feedback Policy

Adopted: October 2016

Reviewed: September 2017

1) Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2) Processes

Four types of marking and feedback occur during teaching and learning at Smithdown Primary:

- i). Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments.
 - ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
 - iii) Developmental Marking is when incisive feedback on attainment, progress and success is given. Therefore response from pupils is required to accelerate and deepen learning.
 - iv) Self-assessment and peer assessment of the attainment and success of a piece of work.
- This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Smithdown

3) Non-negotiable Procedures for Marking.

- All marking is to be carried out in green pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment
- All pupils' English and Maths work is to be at least 'light' marked by Teacher or Support Staff.
- Key Stage 2 - Maths and English work should be developmentally marked in depth two or more times a week
- Key Stage 1 - Maths and English work should be developmentally marked in depth two or more times a week.

- All foundation subjects, with the exception of Art and D&T are marked to differentiated learning objectives. 'FW' (further work) along with a teacher comment will indicate next steps for learning. 'A' (achieved) indicates that a child has met the learning objective.
- In Art and D&T, teachers will support children to evaluate their own work and give verbal feedback to support children's learning.
- Science should be developmentally marked.
- All children will be given time either during the carousel activities at the start of the day or at the start of the lesson to respond to the marking.
- When an area for development is found it will be written as a challenge/question.
- When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code.
- If a response is required for spelling no more than 5 spelling corrections for a piece of work will be given. Spelling errors will be indicated at the beginning of a line, when children are developmentally ready, prompting them to identify the incorrect word themselves.
- Self-assessment

All pupils will be given time at the end of every lesson to self-assess their work against the learning objective accordingly

☺ - I understood what to and this is shown in my work

☹ - I need a bit more help

⊖ - I found this difficult.

Children in Year 5 and Y6 are to write a comment with their self-assessment to give further explanation but they are not to use 'I found this easy' for example.

- Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in any colour but not green and the peer assessor's name must be also left.

- Responding to comments

Pupil response to comments should be made in a coloured pencil (not green) – so that it is clear they have been completed. Sometimes in KS1 or FS this maybe a verbal response, if this is the case it should be recorded at such using 'VF'. Response should be made during the carousel activities at the start of the day or during the start of the lesson in order to support pupils effectively.

4) Giving effective feedback to pupils.

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Effective feedback comes under three main headings;

- Specific Achievement feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning.

- Specific Improvement feedback identifies where mistakes or misconceptions lie and how work can be improved.

- Specific Extension feedback identifies where further understanding can be explored, to deepen learning and further extend higher order thinking. When feedback is specific and provides opportunity for specific response, it enables effective progress to follow.

Feedback should:

- be positive and specifically linked to the learning objective
- Identify an area for specific improvement followed up with an improvement task – written as a question/challenge
- identify a specific area for deeper investigation/extension of understanding

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.

When constructing feedback teachers need to consider:

- 1 Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning objectives and success criteria?
3. Can feedback be read clearly and understood?
4. Is feedback indicating next step/improvement in learning written as a challenge or question?

5) The Frequency and Nature of Pupil Response to Feedback

All work that is marked developmentally requires a response from the pupil. Developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils need time to develop this skill from FS to Yr6, and throughout the school year appropriately. In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this. Likewise tasks must be effective in improving work, yet brief in execution. For pupils in KS1 and where developmentally appropriate communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

6) Role of other adults

- LSA's are to mark the work of pupils with whom they have been working in blue pen. They will follow the guidelines of this policy: to initial work they have supported, identify

if work was independent (I) or guided (G) and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

- Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy using a black pen.
- Student teachers in school are required to follow this policy as appropriate, however the class teacher is also required to oversee all marking completed by the student to ensure quality assurance. Students are to mark in purple.

7) Responsibilities

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils.

It is the responsibility of the Assessment Leader (DHT) to liaise with the Curriculum Lead (AHT) and Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

8) Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

9) SEN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's IEP as required.

10) Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Learning Journeys. This will be triangulated with pupil interviews to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

11. Policy Review

This procedure has been agreed by the staff and Governors in the Autumn Term 2016 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2018