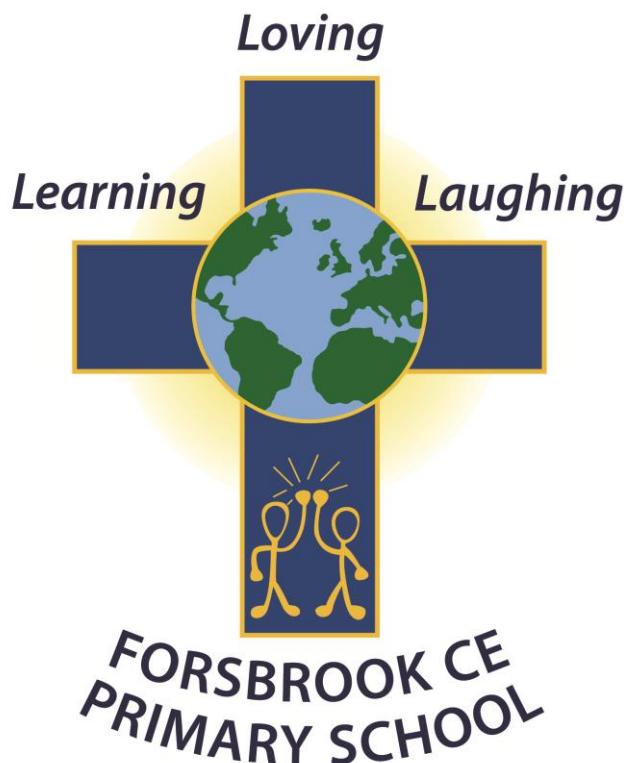


# **FORSBROOK C.E. (C) PRIMARY SCHOOL**

## **Policy: Marking & Feedback Policy**



<u>Adopted:</u>	Autumn 2019
<u>Co-ordinator:</u>	Mrs K. Minor
<u>Chair of Standards Committee:</u>	Mr R.Woollacott
<u>Next Review Date:</u>	Autumn 2020

## **1. PURPOSE:**

The purpose of this policy is to ensure that there is positive feedback on children's learning, and that teachers' time is used well to produce this feedback. Research makes it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement. John Hattie (2008), using decades of research, revealed that feedback was among the most powerful influences on achievement.

## **2. AIMS:**

- ✓ To provide a consistent approach to how feedback is given
- ✓ To provide guidance to enable pupils to improve the quality of their learning and their own personal development.
- ✓ To give the pupils opportunities to comment on their own learning during the lesson and respond to teachers comments.

## **3. FEEDBACK:**

Feedback can be given either verbally or in the written form with children. Feedback can be given from teachers, TAs and peers. The only thing that matters is the quality of the feedback to the children in order that it has an impact on a child's attitude to learning and the progress that they make towards their learning goal.

English and mathematics work should be marked on the day that the children complete the learning in order that it has the maximum impact. Peer assessment should only be used when the children can confidently assess another child's piece of learning and the quantity of peer assessment will increase throughout the school. Where possible, children should be given time to reflect on written feedback at the beginning of the next lesson or during 'fix it' time. This allows them to action the feedback before new learning starts.

### **The purposes of responding to work:**

1. To provide information about how they are progressing towards their learning goal and what their next steps should be.
2. To help pupils reflect upon the standards expected of them.
3. To focus pupils' attention on the objectives of the lesson or activity.
4. To acknowledge pupils' efforts and achievement.
5. To correct any errors or misconceptions.
6. To provide constructive advice as to how they might improve their work.
7. To set benchmarks for future performance.
8. To provide information to teachers about pupils' progress.
9. To give an indication of pupils' attainment.
10. To provide feedback about the effectiveness of the learning and to help the teacher plan the next stage of learning.

### **Key principles in giving effective feedback:**

- ✓ Feedback is goal referenced
- ✓ Feedback is tangible and transparent
- ✓ Feedback is actionable – (It can be 'fixed')
- ✓ Feedback is user friendly
- ✓ Feedback is timely
- ✓ Feedback is ongoing
- ✓ Feedback is consistent
- ✓ Feedback indicates progress towards a target

- ✓ There should be occasions when it is appropriate for pupils to mark their own or each others work, particularly in Key Stage 2. An example of this is when they use success checklists in Literacy and Key Skills. Children should be trained to do this effectively.

#### **4. KEY STRATEGIES FOR RESPONDING TO CHILDREN'S LEARNING:**

##### **General marking strategies:**

- ✓ All marking should be completed in a green pen
- ✓ All responses to feedback should be written in blue pen
- ✓ Marking symbols should be used to feedback to children as in Appendix 1
- ✓ Marking stickers should be used as appropriate to celebrate children's learning, to support & extend as in Appendix 2.

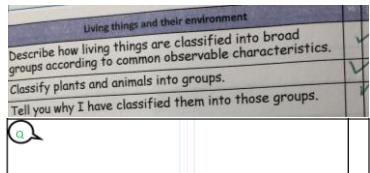
##### **Verbal Feedback:**

Verbal feedback can be highly effective in praising and motivating children to make progress. This can even be the case when children have got it 'wrong' and need to be given further teaching and support. Verbal feedback can be given to individuals, groups, and as part of the whole class teaching which takes place at the beginning and plenary of lessons. It should be used positively with an emphasis on linking previous learning to current learning and learning intended for the future. Where and when appropriate adults/children record the verbal feedback that they receive using the symbols or stickers in Appendix 1/2.

##### **Science marking & feedback:**

Working scientifically objectives should be placed at the beginning of each child's book. Once objectives have been delivered and achieved these should be ticked off to celebrate the child's progress and learning.

ASPECT	SCIENCE YEAR 6
Working Scientifically	Plan different kinds of fair experiments. Recognise why controlling variables is important and explain how I do this in my experiments. Take accurate measurements using scientific equipment. Take repeated measurements when appropriate.
Record data using:	Labelled scientific diagrams. Classification keys. Tables Bar charts.
Line charts.	Draw conclusions from my results and describe causal relationships in results. Present findings in a written report with an introduction, conclusion and results. Present my findings in an oral presentation. Identify sources.



At the beginning of each unit of work, learning objectives should be printed onto a 'Target sticker' and placed at the beginning of each unit. These should be reviewed at the end of each unit and ticked off if the objective has been achieved. There is space at the bottom of the target sticker to place a 'next step' or 'extension question' at the end of a unit to further challenge a child's thinking or to address a misconception.

## **English marking & feedback:**

All marking should be completed in green pen. For grammar/practice activities, work should be acknowledged with a 'success' sticker (appendix 1) or stamp and misconceptions addressed as appropriate.

### **Extended writing** **EYFS**

In EYFS, we do not necessary use success criteria as expectations of the task will be discussed verbally with the children. A verbal feedback sticker is to be included at the end of a piece of work to record any feedback or discussions. See Appendix 1.

Pink and Green highlighting is used to show what has been done well and a target for improvement which will be corrected during verbal feedback.

### **Y1**

Staff and children will use visual symbols as their success criteria within extended writing, which will be displayed at the beginning of the work. Work will be marked against this success criteria. Symbols used are shown in Appendix 1.



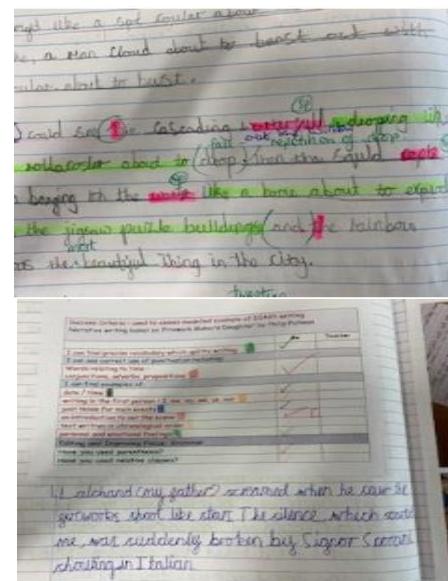
Pink and Green highlighting is used to show what has been done well and a target for improvement which will be corrected during verbal feedback.

### **Y2 – Y6**

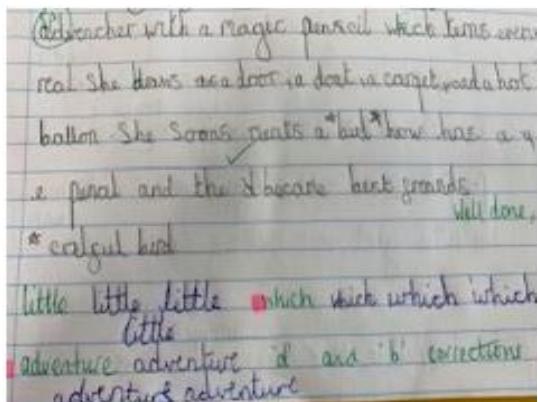
Pink and Green highlighting is used to show what has been done well and target for improvement which will be corrected during verbal feedback.

Where work has been highlighted in pink, children are to edit in blue pen. If pink marking refers to a word or short sentence/phrase, this should be edited in blue pen within the main body of the text. If a re-structure is required, children can complete this at the end of their work and should be completed in blue pen. If an intervention is required, the symbol INT should be visible. See Appendix 1.

Where work is highlighted green, this will show what is being celebrated and should relate to the success criteria, children's own personal target or because progress over time is evident. Next steps will be given if necessary using the next steps symbol shown in Appendix 1.



## **Marking of spellings**



From EYFS to Y6, spellings should be highlighted pink if they have been taught previously or are a non-negotiable for your year group. There will be a maximum of 3 spellings to correct in each piece and these should be written out 3 times at the end of the piece.

When marking incorrect spellings, consideration should be given to the children who have additional or specific needs.

## **Cross-curricular marking of Writing**

When completing pieces of extended writing within History, Geography, Science and RE, pink and green highlighting can be used to celebrate and address misconceptions. However, first to final drafts and writing success criteria does not necessarily need to be included within these pieces.

## **Maths marking & feedback:**

In this policy, 'marking' in maths is taken to mean the process whereby a teacher looks at pupils' work, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design.

In primary mathematics they require:

- ✓ well-structured classroom activities (involving conceptual and procedural variation and intelligent practice);
- ✓ regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- ✓ interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

## **Error or Misconception?**

When marking, it is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding as these need addressing in different ways:

- ✓ For slips, the teacher should use a 'fix it' symbol to show that an error has been made and that the pupil needs to correct their mistake. These corrections should be done by the pupil in blue pen to make it clear that the work has been edited.



- ✓ If errors demonstrate lack of understanding, the teacher may need to take alternative courses of action. This could involve working with a small number of pupils to deliver an intervention before the next lesson in order for children to be able to access the learning in the next lesson. In this instance, the 'catch up' symbol will be used. Where misconceptions occur, the pupil will benefit from verbal feedback and modelling. This work should be completed at the back of the book (not on whiteboards).



Teachers should use a **green** pen to mark using symbols in Appendix 1.

Where necessary, teachers should model questions and/or answers as a method of supporting pupils e.g.

**Top Left:** Handwritten calculations for division problems. The first shows  $\frac{15}{4}$  with a checkmark. The second shows  $\frac{41}{4} = 10\frac{1}{4}$  with a note: "Make sure your whole number is bigger". The third shows  $\frac{17}{6} = 2\frac{5}{6}$ .

**Top Right:** A worksheet titled "6.8" with the number "2" written below it. Below the title, it asks: "Draw three triangles with a base of 4 cm and an area of 8 cm<sup>2</sup>. What do the triangles have in common? 1 cm". Several triangles are drawn, including right-angled ones. A note says: "They all are right angle scalene." Another note says: "They all have a perpendicular height of 4 cm<sup>2</sup>". Feedback on the right says: "You've drawn rectangles not triangles" and "What do you notice about the base and the height?"

**Bottom Left:** Handwritten multiplication tables for Thursday and Friday. Thursday:  $3 \times 10 = 30$ ,  $1 \times 5 = 5$ ,  $1 \times 2 = 2$ . Altogether:  $= 37$ . Friday:  $2 \times 10 = 20$ ,  $4 \times 5 = 20$ ,  $1 \times 2 = 2$ .

**Bottom Right:** A worksheet titled "b) Count the...". It shows four circles, each containing a set of vertical lines. The first circle has 10 lines, the second has 5, the third has 8, and the fourth has 12. A note says: "There are 12." A checkmark is present.

## Targets for assessment & Next Step Marking

At the beginning of each unit of work, learning objectives should be printed onto a 'Target sticker' and placed at the beginning of each unit. These should be reviewed at the end of each lesson and ticked off if the objective has been achieved. There is space at the bottom of the target sticker to place a 'next step' or 'extension question' at the end of a unit to further challenge a child's thinking or to address a misconception.

	Unit 1—Place Value 4 digit numbers	Y4 Autumn 1
<ul style="list-style-type: none"> <li>Represent numbers to 1000 using different equipment</li> <li>Round numbers to the nearest 10</li> <li>Round numbers to the nearest 100</li> <li>Count in 1,000s from 0 to 10,000, forwards and backwards</li> <li>Represent 4-digit numbers using base 10 equipment and part-whole models</li> <li>Represent 4-digit number using place value counters</li> <li>Use knowledge of counting to identify numbers and intervals on number lines up to 10,000</li> <li>Place numbers on a number line to 10,000</li> <li>Recognise Roman Numerals to 100</li> </ul>		

At the end of an activity, Greater Depth strips should be used, where appropriate, to enable pupils to explain their reasoning clearly. Marking should ensure that vocabulary and terminology is used correctly and accurately.

2 different ways to work this out could be ... _____ _____ _____ _____	Mistakes I might make ... _____ _____ _____ _____
I could check my answer by ... _____ _____ _____ _____	The answer can't be _____ because _____ _____ _____ _____
The most efficient strategy is _____ because _____ _____ _____ _____	

## 5. **FUTURE PLANNING**

Marking & Feedback should be effective in informing future planning. Effective marking/feedback should allow staff and pupils to recognise when concepts have been mastered and consequently when pupils are ready to be challenged further. In contrast, marking should also highlight any difficulties that a child may be experiencing and these should be addressed accordingly.

## 6. **MARKING NOTATION**

All staff and pupils concerned should be made fully aware of notations to be used and their meaning. (Appendix 1)

## 7. **MARKING STICKERS**

All staff should use marking stickers to assess children's progress towards learning objectives in literacy and topic work. Children should be fully aware of what stickers are used for, what they mean and should be given regular opportunities to respond in order to make maximum progress. Over a term, there should be a range of stickers used. (See Appendix 2)

## 8. **REWARDS**

Team points and 'let's celebrate' stickers can be awarded for work that has met the success criteria. Children should be aware that they are working towards success in their work and not just aiming for rewards.

## 9. **COMMUNICATING INFORMATION TO PARENTS AND CARERS**

Parents and carers should be informed of all marking strategies used and the meaning of marking notation.

Parents and carers will have access to view pupils work during specified parents' evenings throughout the academic year.

Parents and carers have an opportunity to make comments through the reading and homework diaries.

## 10. **MONITORING AND EVALUATION**

Marking will be moderated periodically to ensure consistency and impact upon children's progress. Judgements will be made based on how effectively marking is allowing pupils to have a positive impact on their own learning.

## Appendix 1 – Marking Notation



A next step or a challenge has been given (where a next step is set, children should be given time to respond)

Next step symbols might include (mainly for key stage one):

Capital letters      ABC

Full-stops      .

Finger spaces      A

Punctuation      P

Description      ?

Handwriting      !

 “Green for seen”

 “Pink for think” (A blue-pen response is required)

 “Fix-it” symbol - the child needs to check and try something again (A blue-pen response is required).

 INT “Catch-up” symbol – an intervention is needed (this will be completed in the back of the child’s book)

 A discussion has taken place between the child and teacher



The child has worked independently



The child has received some support



The child has been guided heavily with little or no independence



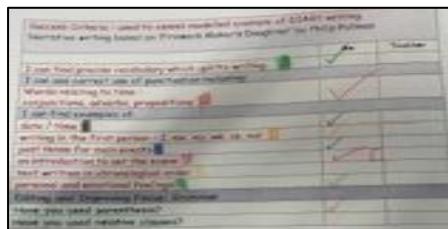
Question-based prompt to address misconceptions or extend thinking (A blue-pen response is required).

## Appendix 2 – Marking/Feedback Stickers

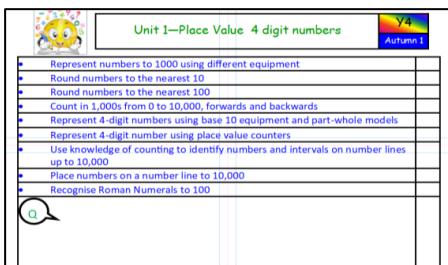
Success Criteria should be used when children are creating an extended piece of writing or at the beginning of a unit of work (maths/science). Success criteria should take one of the following forms:



Pictorial success criteria (Year 1/2)



Written success criteria for Year 2 – 6. This should be differentiated to allow for support and challenge.



Written success criteria with question-based prompt for feedback

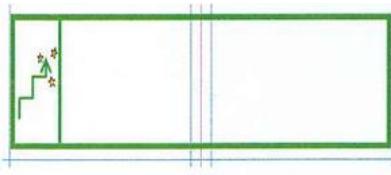
Stickers should be used at the end of a piece of work or unit of work in the following ways:



This celebration is to acknowledge that a child has successfully achieved a learning objective where intervention, support or extension is not required.



To be used primarily in Reception – Year 2. Indicates that a discussion has taken place between teacher and child, where a child fully understands their successes and next steps. This may need a blue-pen response as required.



These stickers can be used as and when required in any subject either by the teacher or pupil. Successes can be celebrated next to stars and next steps added. This may require a blue-pen response.

