Marking and Feedback Policy

UNICEF Articles relevant to this policy

Article 28: (Right to education): All children have the right to a primary education, which should be free. Children's education should develop each child's personality, talents and abilities to the fullest.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Policy last ratified and adopted	September 2017
Policy due for review	September 2019

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. Ofsted Handbook September 2016.

OBJECTIVES
• To ensure that all pupils have their work marked in such a way that it will improve their learning, accelerate their progress, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.
• To inform and share expectations with all staff so that there is a clear and consistent ethos and approach to marking and feedback across the school.

We believe that marking and feedback should:
- ❖ Be manageable for all staff
- ❖ Be accessible to all pupils - adapted and differentiated to meet their needs
- ❖ Relate to the lesson learning objectives, pupils personal targets and next steps
- ❖ Give pupils opportunities to become aware of and reflect on their learning needs
- ❖ Give recognition and appropriate praise for achievement
- ❖ Give clear strategies for improvement and give pupils time to read, reflect and respond to these
- ❖ Involve pupils in the process of correcting and improving their work - whether written or oral, face to face, or at a distance.
- ❖ Inform next steps, future planning and individual target setting
- ❖ Encourage and teach pupils to self and peer mark where appropriate
- ❖ Be seen by pupils as a positive thing to help improve their learning

The best outcomes can be achieved by focussing on the following important points:
- ❖ The individual pupil's abilities and goals
- ❖ The areas a pupil can improve
- ❖ Giving clear guidelines for improvement
- ❖ Linking areas of improvement
- ❖ Reminding the pupil of previous success to boost confidence
- ❖ Providing effective communication between pupils and teachers
- ❖ Improving the self-belief and confidence of pupils
- ❖ Celebrating success
- ❖ Identifying pupils who require additional assistance
- ❖ The individual pupil's level of understanding

Different types of marking

1. **Distance marking**

   Distance marking is done outside of learning time. The advantage of distance marking is that it gives teachers more time to give detailed written feedback to pupils. When marking there are a number of questions teachers will keep in mind the following:

- Are the comments easy for the pupils to read and understand?
- If parts of the work need improvement, are the comments constructive?
- Do comments highlight particular points for improvement?
- Have positive comments been highlighted?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

2. Pupil reflection time

When marked work is given back to the pupils, teachers will allocate some time for them to read the comments and reflect on how they can improve. The best time for this is before the start of the lesson which the marking pertains to. This is done so pupils have the new information fresh in their minds when they begin the lesson.

3. Rewarding good work

Positive reinforcement is a valuable and effective way for pupils to understand how they are improving. By pointing out that a pupil is performing well it encourages them to improve their performance over time.

Rewards will be given in a number of ways, such as:
Good work can be marked with a smiley face stamp. ☺

Outstanding work can be marked with a star stamp ★
Praise in front of the whole class
Displaying excellent work in the classroom
Certificates given for excellent work during *Well Done* assembly
Verbal praise in a one-to-one setting and to parents/carers

4. Self and paired correcting and improving

This is carried out wherever appropriate as a class, a group, in pairs or individuals, using the marking codes. In order for pupils to understand what an appropriate and useful comment is, they need to be trained.

5. Oral feedback

This is most effective during the lesson either to an individual or as a mini plenary. Comments should focus on the lesson objectives, learning needs, personal targets, next steps, or a common misconception.

6. Acknowledge marking

All pieces of work should be acknowledged with an appropriate code.

7. **Quality/in-depth marking**

This should take place when appropriate e.g. in the middle or end of a unit of work. When quality marking, the emphasis should be on both success and improvement against learning objectives, personal targets, individual needs and agreed success criteria. Comments should be used to help children close the gap by making the improvements needed.

8. Secretarial features

Spellings, grammar (e.g. tense and verb agreement) punctuation, repetition should not be marked on every piece of work. The focus should be on the features listed in the WILF and what is appropriate to the individual.

9. Shared marking

Teachers should model marking work against the WILF, using a piece of work as an exemplar and the class visualiser to ensure all pupils can see how the work is being marked.

10. Target cards

In writing in KS1, pupils have their personal targets on individual cards, which are updated as and when appropriate.

Marking codes
English plus topic:
- ❖ Ticking, underlining or highlighting is to be done in a purple pen as recognition that the objective or personal target has been met.
- ❖ Marking (green dot), underlining or highlighting is to be done in green pen when a correction or improvement is needed.
- ❖ Correct work should be marked with a single tick. √
- ❖ Good work can be marked with a smiley face stamp. ☺
- ❖ Outstanding work can be marked with a star stamp ★
- ❖ If children are marking their own, or a friend's work, small ticks to be modelled. Purple pens to be used. √
- ❖ If there is a mistake it is to be marked with a green dot. .
- ❖ If a pupil has been supported by an adult then Ⓢ needs to be written in the margin where support has been given.
- ❖ For pupils with **EHCPs** who have 1:1 support, the SEN TA needs to complete a post-it detailing what the pupil understood/achieved.
- ❖ Mistakes must not be erased but a clear single line drawn through the mistake.
- ❖ Missing capital letter or full stop – green circle ◯
- ❖ Missing letter or word - ^
- ❖ New paragraph - //
- ❖ New Line – ↵|
- ❖ Spellings – underline the word in green and put sp in the margin. (to make this more challenging try not underlining the word and just leaving sp in the margin.)

- ❖ Check for sense – (   )?
- ❖ By January, most children in Year 6 need to be able to independently edit and improve their work.

Maths

- ❖ Correct work should be marked with a single tick. √
- ❖ Good work can be marked with a smiley face stamp. ☺
- ❖ Outstanding work can be marked with a star stamp ★
- ❖ If children are marking their own, or a friend's work, small ticks to be modelled. Purple pencils to be used. √
- ❖ If there is a mistake it is to be marked with a dot. .
- ❖ Mistakes to be corrected marked with a green dot and arrow . ⟶
- ❖ Use the WILF checklist on every piece of work, they need to triangle the WILFS only. The teacher needs to put a symbol next to the pupil's traffic light/triangle to indicate the level of understanding △ = fully understood, /\ = partially understood, / = not understood
- ❖ Pupils in **KS1** need to put a small traffic light to indicate their level of understanding of the WILF - green = fully understood, orange = partially understood, red = not understood. This needs a lot of discussion initially to ensure that the pupil have an accurate perception of their ability.
- ❖ If a pupil has been supported by an adult then Ⓢ needs to be written in the margin where support has been given.
- ❖ For pupils with **EHCPs** who have 1:1 support, the SEN TA needs to complete a post-it detailing what the pupil understood/achieved.
- ❖ Mistakes must not be erased but a clear single line drawn through the mistake.
- ❖ If a pupil is excelling at a particular task, provide them with work that is more difficult so that they continue to feel challenged.

Feedback

Feedback differs from marking; it is not limited to comments placed on the work of pupils. Feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.

Focussed learning and feedback

We believe the most effective way for pupils to learn is with clear guidelines. In this way, they are aware of the subject content they need to learn and understand. At Colindale Primary School, teachers will ensure lessons remain focused by:
- Clearly outlining which subject content will be covered in each class.
- Explaining the areas the pupils will need to understand.
- Having a clear plan in mind for the progression of learning in the subject.
- Having a final goal in mind for the month/term/year.
- Having a number of progression plans that account for all abilities in the class.
- Making it clear what the objectives are from week to week, as well as final expectations.

Improvement suggestions

There is a fine line between guiding a pupil to the answer and inadvertently giving the answer away. Teachers will help pupils find the correct path to successful learning. This will teach pupils the process of investigation and discovery that will help them to find the correct answers in the future. There are three methods of suggesting improvements to pupils:

- Reminder: Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- Scaffold: By asking the pupil a question you can guide them to the correct answer. An example of this may be: "are you trying to achieve A, B or C?" By doing this, you guide the pupil to looking at these three areas. They will find the correct answer and also feel like they achieved it themselves.
- Example: By giving examples of possible changes to the pupil, you can guide them into exploring why they should choose one option over another. An example of this may be if a pupil was writing a story in class and was struggling to find the correct word to use. The teacher could give three examples of possible words and leave the pupil to choose.

Verbal feedback

Verbal feedback is an effective and immediate way of guiding pupils. It is especially useful when working with very young pupils, or those with less confidence. There are a few important aspects of verbal communication teachers will keep in mind:

- Tone of voice: It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
- Balancing time: If a particular pupil requires more time and attention, the teacher may consider giving it in written form or in a one-to-one meeting. Verbal feedback in the classroom during lessons should be used only as required. By keeping this in mind, the teacher will ensure that all the pupils in the class are getting the attention they need.
- Class discussions: Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.