Hallbrook Primary School

Marking and Feedback Policy

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Statement of Intent

Hallbrook Primary School understands that a comprehensive and clear marking and feedback policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to marking and feedback. Teachers at Hallbrook Primary School will ensure that all feedback and marking avoids negativity, and instead encourages pupils to take part in a dialogue that improves their performance.

What might effective marking and feedback at Hallbrook Primary School look like?

- It will lead to lessons being planned appropriately.
- Pupils will understand how to improve their work.
- There will be evidence of how pupils have used feedback to improve their work.
- In lessons, teachers will check pupils' understanding and provide feedback.
- Teachers will identify misconceptions and ensure they are corrected.
- Pupils will be eager to know how to improve their work.

Signed by:

September 2018

_____ Head Teacher Date: _____

_____ Chair of governors Date: _____

1. Strategies

Immediate Feedback
This marking/feedback occurs at the point of learning, when the learning is most 'fresh' and relevant to the pupils. It focuses on how well the pupil has achieved the learning objective and success criteria. Advice is given regarding ways to improve, including strategies, resources and scaffolds that might support the improvement.

Distance Marking
This marking/feedback is carried out subsequent to learning. It must inform pupils what they have done well and what they need to improve. It is essential to be structured so that all pupils can engage with comments and make requisite improvements.

Where the teacher would prefer to talk to a child about their work, **CAT** should be written at the end of the child's work requesting that the child 'Come And Talk'. This must be initialled by the adult when this conversation has taken place. **CAT** should not be over-used and/or used to replace quality marking.

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. Verbal feedback should be evident when observing teaching, learning and assessment, therefore there is no requirement for verbal feedback to be recorded.

Self-Assessment
Pupils are given the opportunity to reflect on their own learning, identify progress towards success criteria / targets etc. and identify areas for improvement. For this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning / work. (See Appendix 3)

Peer Assessment
Pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement. (See Appendix 4)

2. The 'Five-Step' Marking Process

1. **Indicate success**
   The teacher finds up to three examples of the best places in the child's work that link with the learning objective/success criteria and then double tick in green pen.

2. **Indicate improvement / next steps**
   Use an orange dot or underline to indicate precisely where on the work the improvement could be made related to the learning objective / success criteria. This improvement will be either:

- Correction
- Even better if;
- Next step

3. Give an improvement suggestion

The teacher makes a suggestion to help the child make the required improvement.

There are three ways this can be done and the teacher should choose which one is most relevant to each child and the particular piece of work being marked:

Reminder: Instead of marking an answer as incorrect, refer back to the learning objective/success criteria and/or remind the pupil of a recent success that is linked to the question they are currently struggling with.

Scaffold: This may take the form of a question or a short cloze procedure.

Example: By giving examples of possible changes to the pupil, you can guide them into exploring why they should choose one option over another.

E.g. <u>LO: to use adjectives to describe</u>

Reminder:

You have described what your monster looks like. Use adjectives to tell me more about what type of monster he is.

Scaffold:

What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a ……. monster with teeth like…….

Example:

Instead of the word 'bad' you could use:

- *Terrifying*
- *Ferocious*
- *Spine-chilling*

E.g. LO: To identify the calculation needed to solve a problem

Reminder:

You have used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold:

3 bags of sweets at 25p each. Instead of 25 + 25 + 25 = you could do 25 x ? =

Example:

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication 6 x 10 = or 10 x 6 =

4. **Pupils - Reflection and making the improvement**
   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. The teacher and/or LSA will need to support key groups / individuals who are struggling to make improvements themselves.

5. **Check the child's improvement**
   The teacher checks to make sure that the children have made improvements effectively and ticks this progress in green pen. If the child has not made sufficient improvement then this needs to be addressed using verbal feedback.

3. English

- Reading journals will be marked to the LO using agreed codes and where appropriate next steps will be identified.
- Short writing opportunities (e.g. grammar exercises) will be marked to the LO using agreed codes and where appropriate next steps will be identified.
- 'Cold Writes' will include a personalised, positive written comment.
- 'Hot Writes' and all pieces of independent writing (including RIC, curriculum and science) will be quality marked at the end of the piece of writing:
  - Give feedback on whether the learning objective has been achieved and the success criteria followed.
  - Explain how the work can be improved by making sure that the advice is age-appropriate and linked to the objectives of the year group.
  - Indicate incorrect spellings, particularly those appropriate for the year group.

- Indicate incorrect or omitted punctuation and grammatical appropriate to the objectives for the year group.
- Allow specific time for pupils to read, reflect and respond to marking.

4. Mathematics

- Relate marking to whether the learning objective has been achieved and, if necessary, what is needed to achieve it.
- Correct answers will be ticked, but incorrect attempts will be marked with a dot and misconceptions dealt with by the Teacher with the pupil as soon as possible (if possible, during the lesson).
- Allow specific time for pupils to read, reflect and respond to marking if necessary.
- Ensure pupils' corrections are checked.
- Response marking may focus on a correction, an improvement, or encourage the child to apply their understanding to a problem. This will be dependent on what is being taught. Response marking will only be used where the teacher thinks it is appropriate to the learning objective.

When maths work is correct, pupils might still benefit from the following feedback:

- Show the pupil how to use a more efficient method.
- Show the pupil how to improve the way that a calculation is written.
- Deepen understanding by asking further reasoning-style questions.

It is essential to provide next steps in terms of what needs to be done to improve, but it is unnecessary to include further challenges.

When maths work is incorrect, pupils might benefit from the following feedback:

- Circle the precise place where the mistake has been made and explain what the mistake is.
- Model the most efficient method (always best done with the pupil).
- Provide reminders for next time.
- Deepen understanding by asking further reasoning-style questions.

It is vital to identify a misconception, but it is unnecessary to include additional challenges.

5. Other Areas of Learning

In lessons other than English, teachers' marking must acknowledge progress towards the learning objective and success criteria, and be used by the pupil to improve their knowledge, understanding and skills. Teachers must indicate incorrect spelling, punctuation and grammatical errors appropriate to the objectives for the year group.

6. Early Years Foundation Stage and Transition to Key Stage 1

- Verbal feedback is provided indicating how the child has achieved in respect of the learning objective and/or their efforts with the work;
- Where work is recorded, the learning objectives (differentiated) will be recorded by the teacher; where more than one objective is recorded on a piece of work, the objective achieved will be highlighted by the staff member;
- The next step will be identified and recorded on the child's work or as part of the ongoing system of recording observations.
- This system will continue as part of the transition programme from reception to Year 1.

7. Editing and / or Redrafting

From Year 2 onwards, when editing and / or redrafting work in response to self or peer assessment (i.e. **is** independent), the pupil will use a **PURPLE** pen.

From Year 2 onwards, when editing and / or redrafting work as a result of direct intervention by a teacher or other adult (i.e. **is not** independent), the pupil will use a **RED** pen. For example, where the pupil has been directed to change specific words for greater impact, or where incorrect or omitted punctuation has been indicated.

8. Expectations

- Each piece of work will be marked by an adult. The Class Teacher remains responsible for the quality of the marking.
- Any self or peer assessment will be acknowledged by an adult.
- All work will be marked by the next lesson in that particular subject.
- Special Educational Needs/Disabilities will be taken into account when a child's work is being marked and comments may relate to a child's Individual Outcomes Plan.
- To inform marking and feedback, the learning objective and success criteria must be visible for the children to see and refer to. This should be shared as part of the lesson. The learning objective (LO) will be recorded on each piece of work.
- Adults will record whether work has been done with support (**S**). This will help when work is used for summative assessment.
- Modelled handwriting will be used for all written comments.
- Teachers' positive written feedback will be given in **GREEN** ink.

- Teachers' developmental written feedback will be given in **ORANGE** ink.
- Volunteers should not mark pupils' work or provide written guidance in books on how well pupils have done and what they need to do to improve. This remains the responsibility of the Class Teacher.
- Where a Supply Teacher is marking a child's work, the marker's initials should be replaced with '**ST**' to indicate a Supply Teacher.

9. Other General Practice

- Where a child has fully achieved the Learning Objective (or achieved the 'Challenge' activity in mathematics), the Learning Objective will be highlighted in **GREEN**.
- Where a child has only partially achieved the Learning Objective, a **GREEN •** should be made above the Learning Objective.
- Where a child has not yet even partially achieved the Learning Objective, an **ORANGE •** should be made above the Learning Objective.

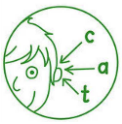
10. Workload

The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.

Teachers will ask themselves 'why am I providing this feedback?', 'how will this feedback be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.

Appendix 1 - Marking Code for English

EYFS / Year 1

Code / Stamp	Where?	Indicates?
	at bottom of page	select a maximum of 3 words to draw the child's attention to vocabulary that would improve their writing
	at bottom of page	full stops
	at bottom of page	finger spaces
	at bottom of page	upper/lower case letters
	at bottom of page	letter formation
	at bottom of page	listen for sounds
✓✓	within writing	success criteria applied well and/or independent writing above expectation
	beneath word	incorrect spelling
○	within writing	incorrect or omitted grammar or punctuation
	within writing	this part of the writing does not make sense
^	within writing	word omitted

Reversals of letters will be **underlined** and correct formation will be reinforced immediately.

Year 2 Onwards

Code	Where?	Indicates?
✓✓	within writing	success criteria applied well and/or independent writing above expectation
	beneath word	incorrect spelling
•	margin	incorrect or omitted grammar or punctuation
T	margin	incorrect tense
	within writing	this part of the writing does not make sense
^	within writing	word omitted
V	within writing	change vocabulary for greater impact
/	within writing	start a new line here
//	within writing	start a new paragraph here

Reversals of letters will be underlined and correct formation will be reinforced immediately.

When editing and / or redrafting writing in response to self, peer, or group evaluation (i.e. **is** independent), a pupil will use a **PURPLE** pen.

When editing and / or redrafting writing as a result of direct intervention by a teacher or other adult (i.e. **is not** independent), a pupil will use a **RED** pen.

Appendix 2 - Marking Code for Mathematics

Code	Where?	Indicates?
✓	next to answer	correct answer
•	next to answer	incorrect answer
○	within calculation	incorrect part of the calculation
✓©	next to correction	second attempt is now correct
• ©	next to correction	second attempt is still incorrect

Reversals of numbers will be **underlined** and correct formation will be reinforced immediately.

Appendix 3

Self-Assessment Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked …

I learned …

I think I will …

I never knew …

I discovered …

I was surprised …

I still wonder …

I have learnt …

Next time I could …

I now know …

I found … difficult because …

I solved … by …

The best example of … is …

I like the way you …

… is effective because …

You could make your work even better if …

Have you thought about …?

If we look at the success criteria we can see …

Next time you could …

Appendix 4

Peer Assessment Expectations

- Partners should be similar ability
- Agree rules
- Explain & model the process with the whole class
- Use exemplification materials
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author add notes and changes work
- Process could take place during the extended writing phase (but not during the hot write)

Peer Assessment Agreement

When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued.
- **Try to see** how they have tackled the Learning Objective and only try to improve things that are to do with the Learning Objective
- **Tell** our partrner the good things we see in their work
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the Learning Objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible
- Get our partner to **talk** about what they tried to achieve in their work
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning, p.64)