



**Respect for All. Learners for Life**

# Feedback and Marking Policy

January 2018

## MARKING AND FEEDBACK

### Respect for All. Learners for Life.

A Happy & Safe  
School

#### OVERVIEW

Research has shown that **consistent** and effective marking has a significant impact on raising achievement. It is important to provide constructive feedback to pupils, focusing on success and improvement needs. This enables pupils 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.

#### INCLUSION

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from a modified marking procedure.

#### AIMS

In our school our aim is that marking and feedback should:

- Be consistent across the school
- Completed regularly
- Be neat and legible and accessible to our children
- Relate to the learning objective
- Give recognition and praise and clear strategies for improvement within the context of the learning objective
- Respond to individual needs
- Be seen by children as a positive approach to improving their learning
- Be manageable for teachers
- Inform future planning and group target setting
- Allow specific time for children to read (where appropriate) reflect and respond to marking.

#### STRATEGIES

In order to achieve our aims in our school we use a range of marking and feedback strategies as appropriate to the different age groups:

##### Verbal Feedback

Children are given verbal feedback which either corrects a child's understanding or extends their learning. Where verbal feedback has been given work will be annotated with the symbol VF or a "Verbal Feedback Given" stamp with a brief comment on feedback content.

##### Formative Marking

###### (Literacy and Topic)

When formative marking, teachers focus first and foremost on the learning objective of the task. The emphasis being on both success against the success criteria (agreed by the class), child's target and improvement needs. **Tickled Pink and Green to Grow.**

Teachers:

- Highlight examples of where the child has met the success criteria/ target (Tickled Pink)
- Highlight an area of the work which could be improved. (Green to grow)
- Provide a focused comment which should help the child to "close the gap" between what they have achieved and what they could have achieved.
- Children will be provided with an uplevelling comment to support the "closing of the gap".

Within the Early Years pink and green speech bubbles will be used to capture the children's voice.

**Two Stars and a Wish** will be used for extended pieces of work when age appropriate.

Not all pieces of work will be formative marked. Where work is not given such detailed attention it will still be acknowledged and such acknowledgement will always relate to the learning objective.

##### Maths

When marking, teacher focus first and foremost on the learning objective of the task. The emphasis being on both success against the learning objective, the strategy used or resources they used to support their learning and the child's target. Children who show good understanding are given a challenge to extend their thinking. Closed tasks or exercises where the answer is either right or wrong are marked with ticks and dots or boxes where another answer is to be given. Where appropriate, such tasks and exercises may be marked by the children as a class or in a group. Tickled pink to be used for target marking only. Green to grow where the child needs to revise answer (should not be used more than 3 times)

### Self-Marking

Children are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point. Using the traffic light system children will show how confident they were at completing the work, e.g. red for found it hard, yellow for ok and green for good.

### Shared Marking

Teachers will sometimes use an anonymous piece of work to mark as a class. This enables the teacher to model the marking process and teach particular points at the same time.

### Paired Marking

Once the marking process has been modeled with the class children sometimes work in pairs to mark a piece of work. This allows them to develop their own critical capacity.

### Literacy Issues

Spellings and English usage will be marked in a way which is appropriate to the needs of the children.

Up to 3 spelling corrections are identified per piece of work. These are chosen according to a child's ability and needs. Within EYFS letter reversals will be corrected being sensitive to the age and development of the child. From Year 1 letter reversals must be underlined and reinforced immediately. This will be at the end of the piece of work.

## MARKING GUIDELINES/SYMBOLS

In Key Stage 1 children are encouraged to traffic light the Learning Objective (WALT) at the end of the lesson to show what they think they have achieved prior to the teachers marking the work.

Teachers will mark work in a black or blue pen.

### In the margin or within the child's work:

Sp	Spelling error
0	Indicates full stop is missing
Λ	Missing letter or word
~~~~~	Work does not make sense.
?!	Punctuation would be indicated where necessary.
A	Missing capital letter
<u>a</u>	

From Reception (being sensitive to the child's age and stage of development) onwards letter reversals must be underlined and correct formation reinforced immediately. This will be at the end of the piece of work.

### Numeracy (mark in pen)

√	Work is correct
□	Work is incorrect and should be corrected.

Reversals of numbers must be underlined and correct formation reinforced immediately at the end of the work. Tickled pink for target marking only.

### At the top of a piece of work:

I/ FW	Independent work
T/TA	Assisted by teacher or teaching assistant
S	Work completed with supply teacher

## PARENTS INVOLVEMENT

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to review their children's school books (during open afternoons and parent evenings) and to support their child in responding to their teacher's feedback. Parent comments added to topic books.

## OUTCOMES

Marking and feedback contribute to every child achieving the progress and attainment they are capable of.

## MONITORING, EVALUATION AND REVIEW

The school implements an annual programme of prioritised monitoring, review and evaluation which includes:

- Scrutiny of planning, assessment and work books
- Lesson Observations
- Conversations with children

<b>Date adopted</b>	<b>January 2014</b>	<b>Review Cycle</b>	<b>Annually</b>	<b>Last Reviewed</b>	<b>January 2018</b>	<b>Version</b>	<b>4 (2018)</b>
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