Birdsedge First School

Marking & Feedback Policy

September 2021

The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of <u>high quality marking and feedback</u> led to an improvement of eight additional months' progress over the course of a year.

Rationale

As supported by the work of Carol Dweck we seek to encourage and embed in our pupils a 'growth mindset', where they believe that success and learning can be achieved through effort, persistence and response to feedback rather than being 'fixed' by innate ability.

Purpose of marking:

- To assess children's performance against stated learning objectives
- To praise effort and pupil specific attainment
- To provide constructive feedback
- To give next steps for improving learning
- To allow for self-assessment where the child can learn through their difficulties and mistakes
- To ensure a consistency of approach throughout the whole school

Effective Marking and Feedback should:

- Focus the response on the learning objectives and criteria for success
- Be at the appropriate cognitive level for the children
- Be clear and legible
- Recognise, encourage and reward pupil's effort and progress
- Provide opportunities for children to assess their own and anothers' work and give feedback to one another.
- Allow specific time for children to read, reflect and respond to marking
- Inform future planning and individual target setting
- Ensure children understand their achievements and know what they need to do next to make progress
- Praise in a specific manner the characteristics of growth mindset and effective learning such as
  - how the child concentrates, tries different approaches, persists, solves problems and has new ideas (Development Matters, 2012)
  - how courage, curiosity, commitment, dedication, perseverance, endurance, resilience, happiness, humility, responsibility, respect, patience, positivity is shown

Marking Procedures

- All adults working with groups of children in the classroom are expected to mark work; for ETAs this should be done whilst they are in contact with the children or immediately afterwards (within teaching time.)
- Marking must be done in a contrasting pen from the child's work. As a school, staff have chosen green. The marking should not interfere with/affect the presentation of the work
- All work must be at least ticked to acknowledge that it has been seen by a member of staff. ETAs to initial when they have marked/corrected a piece of work.
- Oral feedback is appropriate for all age groups, but has particular significance in Early Years, Year 1 and for any pupils who are unable to read written comments.
- When the quantity or quality of work is below expectations, feedback should challenge and remind the child of the growth mindset approach and the expectation.
- Consistent use of symbols and codes, which are agreed and understood by teachers and children, will be used and this is displayed in a child friendly format in each class.
- Marking carried out by pupils is specific to the objective and used as appropriate, e.g. in pairs, in groups, as a whole class, ie. spelling tests, mental tests, etc
- Peer marking/Self marking can be used when children are ready for this.
- Teachers will use feedback from marking to inform future targets and planning
- The majority of the time, marking will be related to the learning objective which has been shared with the children, but on occasion refer to presentation & spelling.
- In extended writing (and assessed), the marking will vary in depth according to whether the children will return to it for editing and how the teacher plans to use it.
- Will we not always correct every spelling. The amount and type of spelling corrections will vary depending on the child's age, stage and ability and their year group expectations
- Marking and feedback will celebrate success whenever possible in order to foster growth mindset and encourage all children to work to their full potential
- On occasion there will be the need for positive praise only and there should be a range of marking seen in books throughout the week, across all subjects.
- Some work may be graded/assessed in a way only understood by teaching staff.
- Whenever written comments/question are made, these should be written in children friendly terms. Non-readers will have such comments read to them.
- When necessary, time will be allocated to allow children the opportunity to read, reflect and act on the marking and edit/improve their work. Children's responses will be in purple pen or pencil.

<u>Types of marking:</u>

<div align="center"><u>Developmental marking</u></div>

- **Improvement prompts**

This type of marking asks for action to be taken immediately (when they next they see the piece of work). Children <u>must</u> be given chance to actually make the change you ask for.
Eg 'Put in the missing full stops', 'Can you change the adjective I have highlighted?', 'change the spellings I have underlined' etc.

- **Reminder prompt**

This type of marking asks them to remember something next time and just requires the children to acknowledge that they have read the comment. It informs the child that you expect to see this happen next time.
Eg 'Remember capital letters for names', 'try the next challenge sooner next time' etc.

- **Scaffolded prompt**

This is where the teacher has written out a sum to complete or started a sentence to finish.
Eg, 'Change the word order of the sentence below but ensure the sentence still has the same meaning'.

- **Example prompt**

This is a spelling that has been corrected or when the teacher shows the child how to do a sum/write a sentence in a certain way.
Eg,

$$\begin{array}{r} 35 \\ +\ 29 \\ \hline 64 \\ \scriptstyle 1 \end{array} \qquad 5+9=14 \qquad 3+2+\underline{1}=6$$

- **Challenge prompt**

When there is a quick extension task to do.
Eg, 'Can you think of a quick mental method to solve 17x7=', 'You can solve 3d sums, can you use the same method for 4d?', 'List as many words for said as you can think of.'

- **Verbal Feedback (VF)**

A code used to show that there has been T or ETA intervention during the lesson. Change is expected to be seen immediately following this feedback.

<div align="center"><u>Confidence marking</u></div>

- **Peer marking**

This is where the answers may be up on display and the children simply mark green tick or dot. Children might also look for words that they like or things in the wrong places and give quick verbal feedback.
Eg, "Don't forget your full stop", "correct one of your errors".
They would put a simple green comment at the bottom eg 'well done' or 'well done for adding accurately' (lesson objective).

- **Self marking**

This is where an answer sheet is provided and the children can check their own working out and mark with a tick or dot. They would then make the changes required eg do the sums again that were incorrect.

- **Positive praise**

This is a simple positive phrase (or stamp) at the bottom of a piece of work to boost confidence. This would be used if the child is not going to look at the work again or make any improvements. *This is a good way to show that work has been seen by a teacher.*

<u>Child assessment (self) marking</u>

- **Checklist**

A child is given a checklist of success criteria to tick off as they work to enable them to see which elements they have achieved and which bits they need to add/include next time.

<u>Teacher assessment marking</u>

- **Next steps**

This shows what a child needs, individually, to move on and make progress. This is so that the teacher has shown that they have assessed a piece of work accurately. This might be on a cold/hot write.
Eg, 'NS – commas, common spellings, variety of sentence types', 'accuracy in counting on from the starting number'.

Marking Symbols

This is what you see ...	... and this is what it means!
◯	**Incorrect/missing Punctuation**
――――――――	**Spelling Mistake** *Check in the Margin for the correct spelling and practise underneath the piece of work*
〜〜〜〜〜	**Oops! This sentence doesn't make sense** *Children to re-write the sentence underneath work in purple.*
/	**New Line** *A new line should have been started here, for example, for a new speaker*
//	**Paragraph** *A new line for a new paragraph should have been started here.*
14.05.21	**Keep Up** *A Keep Up Session has taken place at this time, following a lesson misconception/misunderstanding, before the next session*
✓	**Well done – you got it right!**
✓✓	**Excellent!**
●	**Have another look** *This isn't quite right, have another look.*
(purple pen)	**Child's Response to Feedback** *Any work completed in purple is a response to feedback (verbal or written) from the child.*
――――――――	**Spelling** *Correct spelling to be written in the margin and the correct spelling to be written underneath work and copied by child.* *Emphasis placed on phonics, sight vocab and technical vocab written on board.*
(S) (I)	**Supported work/Independent Work** *This is more necessary in class 1. In Class 2 and 3, only supported work with be annotated.*
(green pen)	**Teacher Feedback** *All marking and feedback provided by an adult will be completed in green pen.*