

Marking & Feedback Policy 2017

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 high quality feedback led to an improvement of eight additional months' progress over the course of a year.

Rationale

Recently, we have begun to explore the work of Carol Dweck and are seeking 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

Mistakes are stepping stones to learning.

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 others' 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
 - effort such as how the child concentrates, tries different approaches, persists, solves problems and has new ideas (Development Matters, 2012)
 - courage, curiosity, commitment, dedication, perseverance, endurance, resilience, happiness, humility, responsibility, respect, patience, positivity

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, (colour other than red). Whatever we use to mark the finished work it should not detract from the child's work.
- All work must be ticked to acknowledge it has been seen and initialled by the marker if they are not the class teacher. ETAs to initial when they have marked/corrected a piece of work.
- Oral feedback is appropriate for all age groups, but has particular significance to Early Years, Key Stage One and for 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. These will be 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
- Teachers will use feedback from marking to inform future targets and planning
- Wherever possible, marking will be related to a clear learning objective, which has been shared with the children.
- In extended writing, specific paragraphs will be marked for spelling, punctuation and grammar.
- Marking and feedback will celebrate success whenever possible in order to foster growth mindset and encourage all children to work to their full potential
- Some work may be graded or levelled in a way clearly understood by the pupils.
- Appropriate comments or prompt questions will be written in language that the child understands. (This may assume having comments read to them for non readers)
- Time will be allocated to allow children time to reflect on marking and edit/improve their work. Children's responses will be in purple pen or pencil.
- **In Depth Marking:**
 - **Twice per half term (Literacy)**
 - **Children complete work on one page of their book**
 - **The teacher annotates work and gives detailed improvement points including challenges and short response tasks on the opposite page**
 - **Child responds**




Example of in depth marking:

Agreed Marking Code

Spelling mistake- Underline the mistake (Class 1&2)	sp
Move on to without underlining the word (during Class 3)	sp
New paragraph signal-	//
Full stop/capital letter (in margin Cls 2/3)	C/FS
Does not make sense-	~~~~~
Self-Corrected-	SC
Particularly good-	😊
Verbal Feedback-	VF
ETA marked-	ETA
Independent work - Class1 and SEN	I
Supported work-	Sup
Achieved objective-	Sign or tick L/O
Effort is acknowledged based on the number of E's	EEE
Next Step	NS
Target	T
Incorrect answers (eg maths)	
Improvement Points	! ? or ↑

Improvement points

The following three types of improvement points will be used to give children feedback. These should be used as appropriate, not in every piece of work. These would be expected when marking in depth.

Action 	Question 	Challenge 
Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it.	Useful to clarify thinking or stretch thinking. Ask as an open ended question to avoid yes/no response.	Useful to extend learning and/or challenge.
<i>Re-write your sub-headings as questions. Look again at Q4. Use the words I have underlined to help solve. This sentence doesn't make sense. Use commas to show where the subordinate clause should be. Find the three places where you should have used a capital letter. Change them please.</i>	<i>Why did you choose the sci-fi setting? How many ways can you find to solve the second problem? Can you write a question which could be solved using the grid method? Who is the predator in this food chain?</i>	<i>Look at Q3. Can you write this as a word problem for your learning partner to solve? Look at this calculation. Can you solve? Look carefully at the brackets first. Re-write the second paragraph but extend the description of the main character to include far more about feelings and motives.</i>

