



WHOLE SCHOOL POLICY FOR MARKING & FEEDBACK

Cribden House Community Special School

This policy complements the Teaching and Learning policy at Cribden House school. It is a vital component in maximising the full learning potential of all our children.

PRINCIPLES

- Wherever possible, children should be involved in feedback and marking practices encouraging a dialogue for learning between children and adults.
- All adults working with children should give feedback on their learning.
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school.
- Feedback may be written and/or oral.
- It may be immediate or reflective (i.e. working with the child or marked away from the child).
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge.
- Marking and feedback should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels.
- It should also take into account children's targets and their progress towards these.
- Marking and feedback will also provide positive feedback and promote high expectations and engagement in learning.

FEEDBACK AND MARKING IN THE AFL CYCLE

To maximise the impact of marking and feedback it must be embedded in effective assessment for learning:

- Children and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc.)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson.

- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B.)
- Marking and feedback given will inform planning for learning.

MARKING STRATEGIES

Approaches:

Oral feedback – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms:

- Annotated notes on plans
- Summary notes on children's work
- Summary notes written by pupils

On the spot feedback – this can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above.)

Distance marking – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Has the school handwriting policy been followed when writing comments?
- Are comments spelt correctly?

Self-assessment – pupils are given 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.)

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.

PROMPTS

Closing the gap prompts:

Reminder prompt – the simplest form of prompt and refers back to the learning objective/success criteria (*often used for HA children.*)

Scaffold prompt – provides further support. This may take the form of a question or a short cloze procedure.

Example prompt – this is the most detailed support and gives children examples from which to choose (*more suitable for LA children.*)

e.g. LO: To use adjectives to describe.

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a monster. With teeth like.....

Example prompt: 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 prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of $25+25+25=$ you could do $25 \times ? =$

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - $6 \times 10 =$ or $10 \times 6 =$

EXPECTATIONS

Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult (see Appendix A re codes and colours.)

- All work will be marked by the next lesson in that particular subject.
- Detailed feedback and marking will be given at least twice a week in English and Maths.

In English

- Short writing opportunities every week – all work to be marked/acknowledge progress towards the Learning Objective.
- Longer and independent writing opportunities – at least once per half term. This work should be quality marked and feedback/improvement prompts given.

In Mathematics

- In Mathematics, correct answers will be ticked, but incorrect attempts will be marked with a circle and misconceptions dealt with by teacher with pupil as soon as possible (if possible, during the lesson.)
- Some next step questions to be used to deepen understanding.

In other areas of learning:

- Marking and feedback needs to acknowledge progress towards the learning objective.
- When writing has taken place, this needs to be marked with the same rigour as any longer/independent piece of writing at least once per half term.
- Children must be given time to respond to feedback marking and complete set tasks to move them on in their learning, this needs to be acknowledged by the class teacher.
- 'Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for development.
- All marking carried out by teachers will be done using a green pen.
- Marking carried out by teaching assistants will be done in blue pen.

REVIEW

This policy was reviewed in September 2023.

APPENDIX A – MARKING CODES

OF – oral feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial.

I – independent work completed by the child.

S – adult support given.

G – adult guided work.

Teacher marks successes with **✓**

Teacher's written feedback is given in green (all books.)

TA's written feedback is given in blue (all books.)

Next step areas identified for improvement will be highlighted in yellow.

Stamps, stickers and **smiley faces** to be used to encourage, acknowledge good work and learning objectives achieved.

Anyone marking work other than the class teacher must initial the work they have marked.

APPENDIX B – SELF & PEER EVALUATION 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 found out that...

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 better by ...

Have you thought about ...?

If we look at the success criteria we can see ...

Next time you could ...

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. 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 partner 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.