



"For I know the plans I have for you," says the Lord... "Plans to give you hope and a future"
Jeremiah 29:11

Nurture, Grow, Flourish.

Marking and Feedback Policy

Rationale

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007)

'Feedback plays a central role on securing student's learning, supporting them how to deepen their knowledge and understanding or improve their performance' (Teaching Walkthrus Tom Sherington and Oliver Caviglioli)

'Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress.' (Report of the Independent Teacher Workload Review Group)

It is the policy of Forest & Sandridge School to provide children with opportunities for broad and balanced learning and to ensure progression and continuity through a consistent whole school approach. It is important therefore that work is marked according to its purpose and the ability of each child so that it has a positive impact on learning.

The purposes of marking are:

- to provide meaningful feedback which will move the child forward in their learning
- to promote ongoing and focused communication with each child
- to show that the teacher values and has reviewed the work

Best Practice Feedback

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt."
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning

- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Best Practice Marking

Good marking:

- plays an integral part in teaching and learning, including informing planning
- is carried out regularly, and, where possible, with the child.
- may be written or verbal, using differentiated comments according to the ability of the child
- is of a positive nature
- considers the purpose of the lesson and learning intention, and comments or highlights accordingly
- indicates strengths and next steps for development
- allows the child to self-correct, edit, and improve as appropriate
- supports ongoing assessment in line with the school policy for assessment, recording and reporting
- is used to inform teacher's judgements concerning a child's progress
- is consistent throughout the school
- is understood by children and their parents

Procedures

General Procedures

- Throughout the school, learning is marked with the child whenever possible. A letter (I or W/S) indicates whether the child has worked independently or with support in Foundation stage. Marking is predominantly verbal in Foundation Stage.
- We believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.
- Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Marking is done with pink and green pens (pink is for positive comments and green for 'go for it green', next step comments. Pink highlighters are used to identify where a child has achieved a learning intention (pink). W/S will be added if support has been given.
- If the WALT has not been achieved for the session then there will be a comment in green which will guide the child in what they need to do as their next steps in learning to achieve the WALT or verbal feedback will have been provided. The word WALT will be highlighted in pink so the child recognises that their work has been checked.

Expectations of marking



- Marking of work by the teachers will be an integral part of the plan, teach, assess, review cycle. Marking will inform planning for future teaching.
- All children's learning should be marked daily by the class teacher unless in exceptional circumstances. Supply teachers and HLTAs are expected to mark the work they have done with the children.
- TAs will sometimes mark work under the guidance of the teacher, particularly when they are working with a group. The staff member marking the work will initial it.

Editing and response to marking

- Time will be built in regularly for children to read and respond to teachers' marking.
- In English, as the child becomes a more fluent writer, drafting, editing and improving will become an integral part of his/her writing. Children use the purple polishing power pens to edit and improve their work.
- Children are encouraged to mark their own work wherever possible, especially for calculations and mental maths.
- Children will regularly use peer marking in lessons using pink and green post-it notes or pink or green pencils. This will begin in FS2 in a simple context eg; reading someone's writing and give them feedback, through to year 6 when children will carefully read their partners work and make considered responses in line with the learning intention.
- Corrections:
 - In written work - correct spelling/letters are written above a mistake when appropriate.
 - In maths - corrections should be done next to the original answer or underneath without any erasers being used so that children are able to learn from and celebrate their mistakes and progress.
 - A green dot will be put after an incorrect answer. The child will try again next to the dot and this will then be ticked if correct.
 - The WALT will be highlighted pink if the child has achieved both 'do it' and 'twist it'. If a WALT is partially achieved, eg in just the 'do it', then there will be a short pink line to acknowledge this.
- All corrections will be made in Purple Pen where possible.

Symbols for marking

- In Foundation Stage 2, Key Stage 1 and Key Stage 2, symbols will be used when marking. The symbols are progressive and appropriate to the age and understanding of the children.
- The children will be taught what each symbol means.
- The symbols will be drawn in the children's books OR the examples will be highlighted in their writing.
- In a piece of work not every error will be marked with marking symbols. The teacher will mark key errors as appropriate to the individual piece of work and the child's ability.



Whole school symbols	
	Work completed with support.
	Verbal Feedback.
Spelling x3	Indicates a pupil needs to practice a spelling three times.
Symbols specific to Foundation Stage	
	Work completed independently.
	Child initiated learning.
ABC	Error with a capital letter.
Picture of a finger.	Errors with finger spaces.
Picture of a mouth.	<i>Errors with sounding out.</i>
.	Error with a missing full stop.

<u>Symbols specific to Key Stage One</u>	
Circle the error As children progress through Year 2 they will become more independent with identifying their mistakes.	Indicates that the child needs to look at the punctuation mark used or omitted and edit as necessary including capital letters.
Underline the word	Indicates that the child needs to correct a spelling and edit as necessary. The children will then practice it three times underneath.
T next to the word	Indicates that there is an error with the tense and the writing does not make sense.
	Indicates that a section of writing doesn't make sense and needs editing. (Where appropriate in Year 2)
	Insert a word or phrase (Where appropriate in Year 2)
Where children are successfully using the above writing skills within their writing, pink highlighter will be used to recognise this.	

<u>Symbols specific to Middle School</u>	
SP in the margin Underline the word	Indicates that the child needs to correct a spelling and edit as necessary.
Circle the error	Indicates that the child needs to look at the punctuation mark used or omitted and edit as necessary.
CL In the margin	Indicates that there is an error in the use of capital letters and full stops.
T	Indicates that there is an error with the tense and the writing does not make sense.
//	Indicates that a new paragraph is needed here.
^	Insert a word or phrase
~	Indicates that a section of writing doesn't make sense and needs editing.
[]	Indicates that this portion of text can be left out.

<u>Symbols specific to Upper School</u> (these will all be marked in the margin) NB: As a child moves through Year 6 errors will not be marked as the children need to independently edit their work and correct spellings. In foundation subjects spellings will be marked by the teacher throughout the year.	
SP	Indicates that the child needs to correct a spelling and edit as necessary.
//	Indicates that a new paragraph is needed here.
Circle the space	Missed punctuation

^	Insert a word or phrase
T in the margin	Indicates there is an error in the tense used.
CL circle the letter	Indicates that there is an error in the use of capital letters and full stops.
[]	Indicates that this portion of text can be left out.
~	Indicates that a section of writing doesn't make sense and needs editing.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to. Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. Children should be encouraged review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

Monitoring and Evaluation

- The desired outcomes for this policy are that marking and feedback will bring about improvement in children's learning and that there will be greater clarity amongst children and parents regarding children's achievement and progress in their books.
- Regular monitoring activities, including book scrutinies, will take place to ensure the impact of marking and feedback on children's learning.
- The performance indicators will be:
 - an improvement in children's attainment as a direct result of marking and feedback;
 - An improvement in the rate of progress made by a child as a direct result of marking and feedback;
 - Teacher, child and parent will have a clear understanding of the purpose and use of marking.