

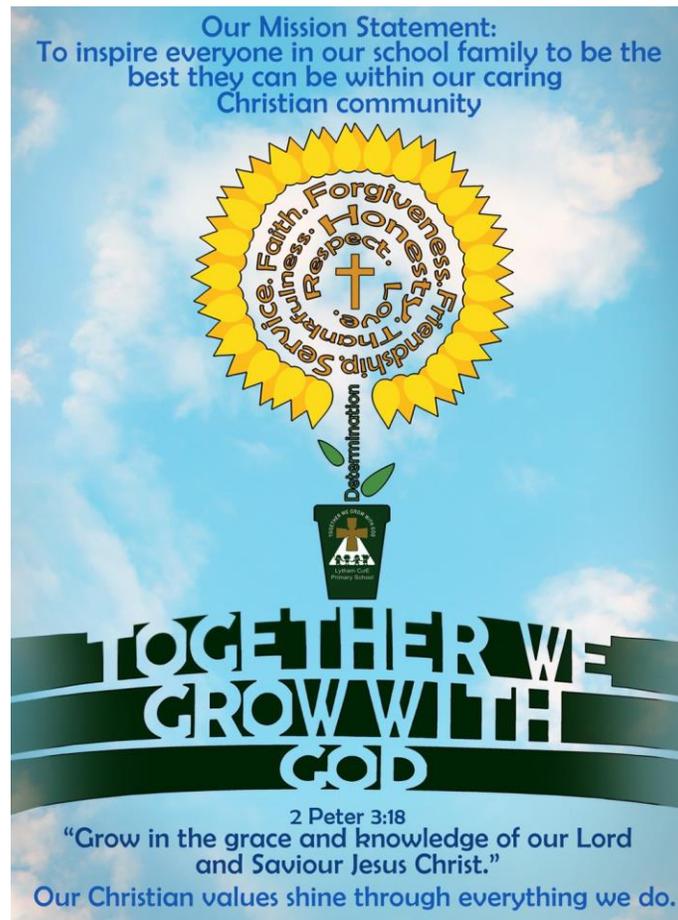
## Lytham C.E Primary School Marking and Feedback POLICY



<b>Policy Leader:</b>	Mrs. H. Willott
<b>Policy adopted:</b>	September 2020
<b>Review dates (and amended if required):</b>	September 2021
<b>Last adopted by the Governing Body:</b>	November 2020

Our School Marking and Feedback Policy is underpinned by our mission statement:

*'To inspire everyone in our school family to be the best they can be within our caring Christian Community.'*



***At Lytham CE we believe marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions, enabling children to become reflective learners.***

## **Policy Principles**

### **Marking and feedback should:**

- Enable children to become a partner in the marking and feedback process.
- Be seen by children and staff as a positive means to improving children's learning.
- Create a consistent ethos throughout the school with set codes and strategies in place.
- Be manageable and involve all staff
- Be a shared and inclusive process and ensure equity across all subjects and abilities.

## **Policy aims**

We recognise that marking and feedback are crucial to assessment for learning and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that marking and feedback are effective and empower the learner we aim to:

- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure pupils are given a clear understanding of the way their work is assessed.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement and effort, focused on specific skills and understanding
- Give clear, unambiguous strategies for improvement.
- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Provide children with time to act on the feedback they are given.
- Ensure that children are encouraged to comment on and evaluate their work and understanding before handing it in or discussing it with the teacher.
- Ensure that teachers provide next steps and follow up these next steps to see how much progress has been made.
- Ensure that teachers use the information gained through marking, together with other information, to adjust future teaching plans and pupil support.

## **Marking Strategies**

### **Summative marking:**

This is a snapshot judgment on the standard of a piece of work. This method is often used at the end of a unit of work or through a test. It is only valuable if the information is used diagnostically.

### **Oral Feedback :**

Oral feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Oral feedback can be feedback from and to the adult, and from and to peers.

**Oral feedback needs to be focused around the learning intention.** Feedback can be given at an individual, group or whole class level.

**Written feedback** – see Quality Marking

### **Acknowledgement Marking:-**

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

### **Quality Marking**

Not all pieces of work can be **Quality Marked** and it is the responsibility of the teacher to ensure that their marking structure within their classroom is focused and moves children on. The emphasis of the marking should be on both success and improvement needs against the learning objective – 'closing the gap'. This can be either oral or written, but should always be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria. This enables the child to know what the teacher will be looking for in the finished piece of work.

Marking should be positive, clear and appropriate in its purpose and audience. The outcomes need to inform planning, teaching and learning. Children need to be able to read, understand and respond to comments.

Useful 'closing the gap' comments are

**A reminder prompt** This simply reminds the children of what needs to be improved e.g. *Say more about how you feel about the person.* This is most suitable for more able children.

**A scaffolded prompt** This is suitable for those children who need more than a simple reminder, and provides some support e.g. *Can you describe how this person is a good friend? or Describe something which happened to show they were a good friend. or He showed me he was a good friend when...(finish the sentence).*

**An example prompt** Extremely successful with all children but especially with the less able. This prompt gives the children the actual choice of words or phrases e.g. Choose one of these or your own: *He is a good friend because he never says unkind things about me. My friend is a friend because he is always nice to me.*

### **Secretarial Features**

Spelling, punctuation, grammar etc will not be expected in every piece of writing because children cannot effectively focus on too many things at once. When work is finished children will be asked to check for things they know are wrong. They will not be told to correct all spellings. Children will be given feedback according to the learning objective and success criteria. This will mean that some aspects of writing are unmarked on some occasions. However, children should be aware that there are some 'non-negotiables' which should be present in every piece of work, eg. Capital letters, full stops etc. These will be discussed with children in KS1, and displayed in KS2 classrooms.

### **Self – and paired marking**

Children should be involved in the analysis and constructive criticism of their own work where appropriate, and should be encouraged to use self-evaluation whilst they are working. Reflection, modification and improvement become a natural part of the process of learning.

### **Organisation and Practice**

At Lytham Church of England Primary School we have agreed to:

- *Ensure that children are always provided with success criteria (verbal or written), which are related to the learning intention, so that they are clear about expectations. Older children might suggest success criteria for themselves.*
- *Use a variety of marking and feedback strategies to develop self-evaluation.*
- *Where appropriate model good practice in marking to children as part of our daily teaching to help them to develop an ability to evaluate their own work and that of others.*
- *Provide good quality oral feedback regularly.*
- *Provide effective feedback to children about their work. This will take many forms, depending on the nature of the task and the time available.*
- *Complete distance marking which is accessible to children and manageable for teachers.*
- *Use a system of codes as part of the marking process, which is consistent throughout school.*
- *Ensure that children are given time to read and make focused improvements based on teacher prompts and suggestions. We recognise that in order for marking to be formative the information must be used and acted upon by the children.*
- *TAs will mark the work of children they are working with as appropriate, and teachers will have oversight of this marking.*

## **Key Stage 1 Marking Guide**

For English and Maths work the teacher might indicate whether the child has worked independently (I) or with adult support (SW). The learning objective (L.O) will be displayed in the child's book and sometimes in the classroom, where necessary.

### **Plug the GAP with G.A.P.**

Green for Good – work will be highlighted with green where the child shows evidence of meeting the Success Criteria for the lesson and/or from previous learning.

Amber for Action – work will be highlighted with amber where the teacher requires the child to take action in order to improve their work.

Purple to Perfect – children will respond to next steps (highlighted in amber) with purple pen.

DUMTUM	Date, Underline, Miss-a-line, Title (Learning Objective), Underline, Miss-a-line. Learning Objective to be written or stuck in dependent on age and ability of child.
Green for Good x2 examples	Highlighted in Green - Elements of your work that meet the lesson objective. “Things that I am getting right.”
Amber for Action x1 example	Highlighted in Orange – Elements of your work that require improvement. “Things that I need to correct or improve.”
•	Incorrect answer in Maths.
Ö	Correct answer in Maths.
(Sp)	Spelling Mistakes identified and written out x3; (Sp) their x3 their their their (Age dependent.)
(I)	Independent Work.
(SW)	Supported Work.
(VF)	Verbal Feedback.
Anything in Amber MUST be corrected or improved in <b>PURPLE PEN</b> .	

**English and Maths**

In KS1, work will be marked as far as possible with the child. Errors will be indicated to the child and will be linked to the learning objective of the lesson. Next steps must be given to the children, where appropriate (once per week in English and Maths).

**This should be done at least 1x a week in the books (once per fortnight in Magic Writing Book).**

**Spellings in English**

Not all spellings need to be corrected. Highlight any spellings that you have been working on in class, or words that a child consistently spells incorrectly. Put ‘SP’ next to the word, then at the end of the piece of work write ‘SP’ with the correct spelling for the child to write out correctly 3 times. No more than 3 spellings to correct. This needs to be age & ability appropriate.

**Spellings in Topic and other subjects**

Relevant key words may be corrected if spelt wrongly

### **FS/KS1 marking will be based on**

Agreed marking codes

Oral feedback

Rewards when appropriate e.g smiley faces, stickers, house points

Use of simple marking ladders (Y2)

Self evaluation

## **Key Stage 2 Marking Guide**

For English and Maths work the teacher might indicate whether the child has worked independently (I) or with adult support (SW). The learning objective (L.O) will be displayed in the child's book and sometimes in the classroom, where necessary.

### **Plug the GAP with G.A.P.**

Green for Good – work will be highlighted with green where the child shows evidence of meeting the Success Criteria for the lesson and/or from previous learning.

Amber for Action – work will be highlighted with amber where the teacher requires the child to take action in order to improve their work.

Purple to Perfect – children will respond to next steps (highlighted in amber) with purple pen.

DUMTUM	Date, Underline, Miss-a-line, Title (Learning Objective), Underline, Miss-a-line. Learning Objective may be stuck in if ability of child requires it to be.
Green for Good x2 examples	Highlighted in Green - Elements of your work that meet the lesson objective. “Things that I am getting right.”
Amber for Action x1 example	Highlighted in Orange – Elements of your work that require improvement. “Things that I need to correct or improve.”
•	Incorrect answer in Maths.
Ö	Correct answer in Maths.
(P)	Punctuation.
(Sp)	Spelling Mistakes identified and written out x3; (Sp) their x3 their their their
(G)	Grammar.
(H)	Homophones.
(I)	Independent Work.
(SW)	Supported Work.
(VF)	Verbal Feedback.
Anything in Amber MUST be corrected or improved in <b>PURPLE PEN</b> .	

### **English and Maths**

In KS2, work may be marked during learning conferences with the child. Errors will be indicated to the child and will be linked to the learning objective of the lesson. Next steps must be given to the children, where appropriate (once per week in English and Maths).

### **Spellings in English**

Not all spellings need to be corrected. Highlight any spellings that you have been working on in class, or words that a child consistently spells incorrectly. Put ‘SP’ next to the word, then at the end of the piece of work write ‘SP’ with the correct spelling for the child to write out correctly 3 times. No more than 3 spellings to correct. This needs to be age & ability appropriate.

### **KS2 marking will be based on**

- Agreed marking codes
- Marking ladders
- Self and peer evaluation

Art and Design, Design and Technology, PE, Music, PSCHE – children will be given opportunities to give and receive feedback from each other and the teacher. Photographs and portfolios may be used to collect evidence of children's progress.