



St Barnabas Primary School - a Church of England Academy

Marking and Feedback Policy

*Achieving great things through learning and growing together
in a love-filled Christian family*

Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.

Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

(OFSTED – Outstanding quality of Teaching, Learning and Assessment))

'Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self assessment.' (Assessment Reform Group 2002)

Rationale

Marking is an integral part of assessment and a vital tool for raising standards. We aim to provide a system of marking that is consistent and developmental across EYFS and each Key Stage. Marking will inform planning, be diagnostic and enhance children's learning by providing guidance on how work can be improved. Quality marking includes self and peer assessment where the child can recognise their strengths and areas for development and encourages progress through supportive guidance from others. We aim to mark positively to enhance self-esteem and confidence and enable children to become reflective and independent learners in order to help them to close the gap between current and desired performance

Effective marking should:

- Give feedback to children and inform them of their achievements and the next steps in their learning
- Show that their work is valued
- Demonstrate an appreciation of children's effort
- Inform future planning and learning
- Evaluate and assess children's learning
- Help parents to understand the strengths and areas to develop in their children's work.

Marking may be done by:

- Teacher alone
- Teacher alongside child
- Teaching and Support Assistants
- Child alone (self marking)
- Other children (peer marking)
- Supply teachers

- Parents can comment on levels of support given with work completed at home

Marking Procedures

Marking makes greatest impact when it is undertaken with the child present or as soon as possible after the completion of the work.

- As far as possible, marking will be done daily or when a piece of work is completed.
- Marking will indicate the context in which the child completed their written work (w/s = with support; I= independently T = teacher led / guided group work)
- Marking will be integrally linked to shared learning objectives, success criteria and the child's level of attainment.
- As far as possible, time will be spent with the child to ensure they fully understand the teacher's comments.
- Teachers hand writing will be neat and legible and in line with the agreed school handwriting policy.
- All adult marking comments should be done in blue ink which stands out against the pencil or black ink (Ys5&6) used by the children.
- Self and peer assessment comments and corrections and improvements are completed in green editing pens.

How children will respond to marking

- Children are encouraged to self- assess their own work before marking, taking into consideration the shared learning objectives, success criteria and any previously individually set targets in their books.
- Children will have the opportunity to peer assess/mark work
- Children will edit their work prior to marking
- They are encouraged to reflect after marking and take the opportunity to correct, practise or investigate a problem.
- Time will be allocated in each session to enable children to have the opportunity to evaluate their work ('FIX-IT' time).
- A particularly successful piece of work may be awarded with class dojos or a Headteacher's certificate, to be presented in Celebration Worship, in line with the school's system of rewards.

Quality Marking and Quality Feedback

- Marking will focus on what the children are learning and trying to improve.
- Marking will focus on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning.
- Marking is only of value if comments are read and responded to.
- Marking should become a part of the developing dialogue, resulting in pupil progress. For example: a child writes, the writing is marked away from the pupils, and in his/her subsequent work, the child incorporates suggestions. It is formative rather than summative.
- Time will be allocated for children to respond to comments ('Fix-it time').
- We believe that correcting has its place in marking but only when it contributes to an improvement in a child's work which s/he will learn from. Errors need to be pointed out if a pupil is to improve his/her work. Specifically which errors, and how many, will be both determined by age and individual need.

Comments can be made verbally or in written form to communicate their message. In the case of foundation stage and KS1 pupils, feedback needs to be as immediate as possible as teachers constantly assess the children's work, identifying their achievements

Showing success The teacher writes short success comments which link with the learning objective and success criteria specific to the lesson.

Marking for Improvement An improvement suggestion may be written by the teacher or another child to help the child to understand how to make the specific improvement, linked to the learning objectives and success criteria. The children are trained to do this effectively?

There are three main types of improvement prompts:

- 1) The reminder prompt ~Reiterates the learning objective.
- 2) The scaffolded prompt ~Involves the teacher/child making a suggestion on what could be written and giving it back to the child.
- 3) The example prompt ~Models a choice of possible improvements, but asks if the child has an idea of his or her own.

In English:

- A **reminder** prompt (e.g. *'What else could you say here?'*)
- A **scaffolded** prompt (e.g. *'What was the dog's tail doing?, 'The dog was angry so he ...', 'Describe the expression on the dog's face.'*)
- An **example** prompt (e.g. *'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes.'*)

In Maths:

- A **reminder** prompt (e.g. *Don't forget that you start subtracting numbers from the right hand side')*
- A **scaffolded** prompt (e.g. *'What unit of measurement were you using? 'Would the answer have been different if you had chosen a different unit to measure in?')*
- An **example** prompt (e.g. *'Choose one of these to complete your work... This is a rectangle because it has four sides and four corners' or 'this is a rectangle because it has two sets of parallel sides.'*)

Oral Feedback

It is important for all children to receive oral feedback from a teacher depending on the task. This dialogue should focus upon successes and VF will be written on the page and dated.

Acknowledgement marking

There may be times when a pupil marks their own work, such as after a timetables test or spelling test. A tick in the margin or a short comment will be used to acknowledge the marking done by the pupil.

Peer and self-assessment

For peer assessment, the same concept of identifying areas of strength and those to develop will be used. As children progress through the school, they will be trained to self and peer assess adopting the 'Success and Improvement' model used by all staff.

They will edit for improvement using their green editing pens or pencil where a child has difficulty keeping their writing neat in pen.

Self-assessment

The children will assess their own work to inform the teacher how well they believe they have achieved the learning objectives. This is done orally in Reception and Year 1.

They will record their self-assessment on their written work using a simple smiley, straight or sad face. In KS2 children will be encouraged to add a reflective comment linked to the learning objective.

English

For consistency and progression across **KS1**, the following codes are used:

Spelling: Children will be expected to correct the spelling of high frequency, topic related words and personal target words. The correct spelling is written at the bottom of the child's work and children correct using the Look, Cover, Write, Check strategy.

Grammar: identified as appropriate to the child, with the correct grammatical structure written above.

An omission: ^

Paragraphing (FromY2) //

For consistency and progression in **KS2**, the following codes are used:

Punctuation: Write the punctuation mark in blue in the margin on the line where a child's punctuation is missing or incorrect.

Spelling: Write a blue wiggly line underneath the error and either correct the spelling in the margin, or ask the child to look up the correct spelling. The correct spelling should be written 3 times in the margin and in the Personal Spelling Log book using Look, Cover, Write, Check strategy,

Grammar: Draw a straight green line under the error. The child should write the correction above the error.

Capital letter: Write a C in the margin where a capital letter needed or is in the wrong place

An omission: ^

New paragraph: //

Maths:

For consistency across school:

Correct: Indicated by a \checkmark

Incorrect, try again: Indicated by a X with a circle around the error

Completed correction: Indicated by \checkmark c

Maths marking should address the layout of calculations and the layout of such features as column addition so that errors are not made.

Correction Procedures

How soon after marking should corrections be completed?

- Corrections will be completed underneath or nearby to work. They should be dated.
- Rubbers will not be used for corrections unless directed by the teacher
- Errors will be neatly crossed out with a pencil and ruler
- Incorrect spellings will be placed in the child's spelling books (Year 2 upwards)

How the policy will be monitored? Half termly book scrutiny focussing on the consistency and impact of marking and feedback

Date reviewed: March 2020

Next review: March 2021