

Grange Primary School
Marking and Feedback Policy



Introduction

Marking is a powerful tool in *assessment of* and *assessment for* learning. It should form an essential part of teaching and learning. Marking demonstrates a respect for the work produced, gives feedback and indicates the way an individual can improve.

Marking is a written form of feedback. In order for effective feedback to take place the child must: first know the **purpose** of the task; then how far they **achieved** this; and finally how to '**close the gap**' between what they have done and what they could do to move closer towards the desired goal. Sadler (1989)

Principles

Our marking and feedback policy is based on the principles that:

- Three principles underpin effective marking: it should be meaningful, manageable and motivating
- Marking should celebrate and recognise achievement and help improve a child's confidence and self-esteem
- Children have the right to have their work acknowledged, to be given feedback on their achievements, and be given advice and next steps for their future learning
- Feedback informs all participants in the learning process, of the progress made, and it feeds into the next cycle of planning for teaching and learning
- Regular marking helps raise standards through a combination of self, peer and teacher assessment that challenges and supports learning

Guidance for Marking by Teachers

At Grange, *focused teacher quality marking** should take place as follows:

- 1) In Reception:
 - Once a week in Maths
 - Once a week in English
- 2) In Key Stages 1 and Key Stage 2: Once a week in English and Maths and a group (six) per lesson in science and topic books. Children's work that has not be quality marked (**QM**) must be ether be acknowledged with verbal feedback (**VF**) or with a tick.

* *Focused teacher quality marking* should be indicated with a **QM** mark preferably in the margin.

Relevant elements of detailed marking will be introduced in Reception Year, in preparation for Key Stage 1, although it is expected that children will be given more oral feedback at this stage. Marking and feedback in Reception includes:

- Verbal praise
- Stickers and stamps
- Written annotations, short and narrative observations
- Annotations of work and photographs by staff
- Children beginning to annotate their own work and pictures
- Oral dialogue with children about their play or work
- Use of marking colours to show 'green for good and pink for think'
- Wishes to support next steps in learning

Focussed teacher quality marking should:

- Inform both the child and the teacher of what has been achieved and what needs to happen next through 1 star and a wish
- Be responded to by the child (and by the adult again if appropriate)
- Inform the teacher of learning needs that should be incorporated into future planning

Spelling and Grammar:

- If a child has made the same spelling error in a piece of work three times or more then the error should be corrected. Indicate the error by writing; '**SP**' **under** the line and underline the error using the pink marking pen. At the earliest opportunity the correct spelling must be written in the spelling log book (referred to when writing if unsure of how to spell a word), to avoid the mistake being repeated.
- If a child has made a grammatical error in a piece of writing more than twice, then this should be identified by writing; '**G**' beneath the mistake using the pink marking pen. The child must correct the error as part of their next steps marking at the earliest opportunity, with adult support if required.

Please note that marking is most effective when carried out with the child (verbal feedback). Children should be given time to read, reflect and respond to marking, preferably within a lesson or at the start of the next lesson.

Marking and Feedback by teachers should take some of the following forms, as appropriate to the work:

Marking and Feedback

- 1 star and a wish for focussed teacher quality marking (green pen for stars and pink pen for wishes)

- A star should identify an area of strength in the work presented with clear identification of what has been completed well
 - A wish should indicate an area of improvement linked to the key learning objective/steps to success/target. The purpose of a wish is to provide correction or additional challenge, for further progress
- The use of a green highlighter/pen to promote positive aspects of work and a pink highlighter/pen to draw attention to areas of development
 - An acknowledgement to children's response to a wish

Verbal feedback should be given in every lesson to enhance the quality of learning taking place in the classroom. Verbal feedback could take on the following:

- Shown in books with a **(VF)** to indicate that feedback in the lesson has taken place and as a result improvements to the work can be seen
- Use of continuous oral feedback
- An open ended question being posed specifically related to the learning objective /steps to success
- A request to edit and make some corrections
- An instruction to justify, reason or respond
- The use of a visualiser and mini plenaries to model and share good examples
- Asking children to self/peer assess their work against the steps to success or learning objective and sharing answers

Please note:

- Adult handwriting should be legible and a model for children
- When marking work in KS2, errors in spelling should only be corrected if they are persistent errors (*three or more times*) or part of the learning objective. Adults must not correct each word incorrectly spelt
- Teachers' judgment should be used when correcting spellings that are phonetically plausible In EYFS and key stage 1
- Correction of spelling or grammatical error **should not be considered as a wish** unless it is part of the learning objective or success criteria

Recommended ways of sharing and celebrating a child's success:

- At the beginning of lessons
- Mini plenaries e.g. WAGOLL – What a good one looks like
- Plenaries and use of the visualiser
- Good Work assemblies
- Displays
- Sharing work produced with the Head Teacher/SLT during the weekly Happy Hour

What should teachers do with evidence from marking?

- Repeat the lesson if more than 50% of the pupils did not meet the expected outcome
- Give verbal feedback on the work produced as soon as possible
- Arrange guided group work to support those who need consolidation
- Conference opportunities to discuss the targets or next steps in learning
- Facilitate peer support or peer-mentoring opportunities for revision and consolidation
- Identify and arrange short-term interventions for the pupils in order to close the gaps

Peer assessment and Self-assessment opportunities:

- There should be a fair balance of teacher and peer marking in Upper Key stage 2
- Teachers should check and acknowledge the quality of peer and self-assessments made by children, with a tick

Monitoring and Evaluating this Policy

This policy will be monitored through further consultation with staff and through planned reviews in line with the SDP.

Marking and feedback will be monitored by SLT and the subject co-ordinators through taking in samples of books and lesson observations.

This policy was shared and agreed by the governing body Autumn 2018

This policy will be reviewed in Autumn term 2019

Appendix:

Styles of Marking

1. Quality Marking – Focused Teacher Marking(QM)*

This type of marking is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning intention and improvement needs.

When Quality Marking teachers should:

- Read the entire piece of work
- Identify and comment on 1 aspect where the child has met the learning intention or been successful (a star)
- Provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved (a wish)

Here are some examples to help illustrate the different types of written feedback that can be given in a 'Quality Marked' piece of work. (*Shirly Clarke, Unlocking Formative Assessment*)

- a) A reminder prompt: most suitable for HAPs, this simply reminds the child of what could be improved.

For example: Say more about how you feel about this person.

- b) A scaffolded prompt: most suitable for children who need more structure than a simple reminder, this prompt provides some support.

For example:

Describe how this person is 'a good friend'? *(a question)*

or

Describe something that happened which showed you they were a good friend. *(a directive)*

Or

He showed me he was a good friend when *(unfinished sentence)*

- c) An example prompt: extremely successful with all children, but especially with below average children, this prompt gives the child a choice of actual words or phrases.

For example:

Choose one of these or write your own.

- I. He is a good friend because he never says unkind things about me.
- II. My friend is a friend because he is always nice to me.

2. Acknowledgement marking

This means that the piece of work will be acknowledged by the teacher, but will not necessarily include a comment or a target. Mistakes in maths work will always be highlighted.

3. Self Marking

Older children are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

4. Shared Marking

Teachers sometimes use one piece of work from an unnamed child in another class to mark as a class, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

5. Paired Marking

In key stage 2, children sometimes mark narrative work in pairs. The following points are important:

- Children need to be trained to do this through modelling with the whole class, watching the paired marking in action
- Ground rules should be decided as a class and adhered to
- Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention
- The 3:1 success to improvement ratio should be followed to avoid over criticism
- Encourage a dialogue between the children rather than one child being the 'teacher'

6. Spelling, punctuation and grammar marking

When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and meet previous targets, e.g. when an adult feels that a child can correct a spelling he or she will circle the part of the word the child has spelt incorrectly in order for them to attempt to correct it.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.