



Marking and Feedback Policy

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‘Feedback is crucial in helping pupils to think about their learning and make progress in a self-evaluative way.’

Purpose of Marking

The main purpose of marking is to recognise a child's efforts and achievements and to influence future planning for both child and teacher.

Inherent in this are the following:

- a desire to motivate pupils in their work through praise and encouragement.
- to provide feedback to pupils about their strengths and weaknesses and how their work can be improved using Next Steps marking.
- to provide a basis for ongoing assessment.
- involve child in the process of assessment and for them to know how to ‘close their own gaps in learning’.

Entitlement

- All pupils are entitled to clear and consistent marking. We acknowledge that children are entitled to know the criteria applied to the marking of their work in order that the individual is encouraged and the end product enhanced. For some lessons, and in particular in EYFS, it may be more appropriate to give verbal feedback.
- Marked work requiring feedback and/or action should be returned to pupils as soon as possible. Work should sometimes be marked in the presence of the pupil, allowing the teacher to make clear the targets for future work or to probe and clarify misunderstandings. When marking work with individual pupils, other pupils should be able to continue productively with their own work.

“It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and ‘quality marked’. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge.” Shirley Clarke (2001)

Principles of Effective marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child’s level of comprehension
- Not penalise children’s attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child

- Be frequent and regular, at least every third piece of work marked in detail and every piece seen
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- promote peer assessment
- encourage dialogue and share expectations
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with this policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Marking and Feedback Procedures

- Some pieces of work will not be formally marked, as feedback is only effective if the child is given opportunities to respond to the comments. Not all pieces of work can be quality marked, nor do they need to be if pupils have been provided with verbal feedback during the lesson.
- Quality mark at least one group a day for Literacy and Numeracy.
- Quality mark foundation subjects too, particularly part way through a blocked unit, that way you can identify any issues that arise/alter planning.
- Highlighting the successes in pink and areas for development in orange.
- It should also ensure that children know how well they are doing and what they need to do to improve to make further progress.
- The marking should always be in accordance with the intended learning outcome and the child's own personal learning targets.
- The learning objective will be recorded on the children's work. This will be highlighted in pink if it has been achieved and in orange if it has not.
- The child must be able to understand and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

- Comments should be appropriate to individual learning needs.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the intended learning outcomes and the key expectations for the task right from the outset.
- 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. Notes can be put on the work to record what the teacher discussed with the child.
- Written comments should be neat, legible and written in a contrasting colour.
- Marking should be in the format agreed to be consistent throughout the school, making it accessible to all stakeholders.
- Feedback may also be given by a teaching assistant, through peer review (response partner), through plenaries and in group sessions.
- Errors that were made by many children should not be the subject of individual comments, but should be noted and form the next step in planning.
- Children must be allowed time to read, reflect and respond to marking.

Strategies for quality marking and feedback

Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.

A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pen, which is then initialled.

Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. 'Correct' work is highlighted in pink and areas for development are highlighted in orange, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *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 around in circles looking for the rabbit / The dog couldn't believe his eyes"*

(Examples of possible maths comments can be found in appendix 3 – In a Nutshell)

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further.

Monitoring

Marking and feedback will be monitored termly by the Headteacher and Subject leaders and will form part of our annual monitoring cycle.

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure that it is kept in line with any curriculum changes that take place within the school or externally.

Marking Code

Symbol	Details
VF	Verbal Feedback The main discussion points may be listed in a child's book.
CT or TA	Teacher or Teaching Assistant support
GW or PW	Group work or Paired work
C	Written work that has been copied from a model
I	Independent work
Pink highlighter	Great work Achievement of success criteria
Orange highlighter	Points for progress Next steps
fsp (or finger picture)	Finger spaces missing
fs	Full stop missing
	Missing capital letter The letter which should be a capital is circled.
	Incorrect capital letter The letter which has been incorrectly written should be underlined twice
sp	Spelling Mis-spelt high frequency word or topic related word is underlined. Sp in the margin.
^	A word missing
?	I do not understand this
✓ or ✓✓ VCOP	Good examples (or the need for VCOP) Ticks indicate good examples of Vocabulary, Connectives, Openers and Punctuation. The appropriate letter is inserted into the margin
//	New paragraph Symbol is inserted where a new paragraph is needed.



Feedback Marking

- ✓ Feedback should be both verbal and written
 - ✓ The mathematical learning intention is shared with the children and provides the focus of the feedback
 - ✓ Feedback should take account of success criteria where appropriate
 - ✓ Feedback highlights good features of mathematical learning as well as identifying areas for development
 - ✓ Feedback provides clear pointers for next steps in mathematics to move the learner forward
 - ✓ Written feedback can take many forms, e.g. mathematics questions to answer, teacher's comments and child responses, symbols to indicate suggested developments
 - ✓ Opportunities should be provided for children to give constructive feedback in relation to their own and other children's mathematical work
 - ✓ Mathematics teaching is modified as a result of verbal and written feedback
 - ✓ Praise should be specific to the mathematics and qualified so the child knows what aspect of their mathematics work has earned this praise
- Moving on with assessment in mathematics – developing classroom practice**
DCSF 2009

OFSTED - Good teaching
‘Pupils are provided with detailed feedback, both orally and through marking.’



Effective feedback:

- ✓ focuses on the learning objective / success criteria
- ✓ lets the child know how well they've achieved
- ✓ lets the child know what they need to do to improve or extend learning
- ✓ lets the child carry out improvement on the work or revisit the skill or apply their learning

Reflect on your own practice:

- ✓ Does the feedback (both oral and written from appropriate adults and peers) to children, focus on the learning?
- ✓ Does feedback make children aware of the achievements they have made in relation to learning objective?
- ✓ Does feedback provide clear pointers for next steps to move the learner forward?
- ✓ Do you use a range of strategies for feedback marking?
- ✓ Do the children understand/use the feedback to improve their work?
- ✓ Are children given time to respond to feedback?
- ✓ Is there evidence that children act upon the feedback to improve their work?
- ✓ How often do you use feedback marking in mathematics?

It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and 'quality marked'. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge.

Shirley Clarke – 2001

Remember in mathematics:

✓ is still a symbol that shows success and has a purpose

For further details contact the Maths Team on: 024 7652 7452



What could feedback marking look like in mathematics...

Rewrite or remodel an example

52 - 38 =
 $50 - 30 = 20$
 $8 - 2 = 6$
 52 - 38 = 26 Child recorded

.....
 $52 - 30 = 22$ Corrected
 $22 - 2 - 6 = 14$ recording
Now you try this one...

Self-correcting

- Can you see where you have made your mistake?
- Check your 'place value in question &'
- I make the answer to this question ... check that I'm right
- 2 of your answers are wrong, spot which ones they are and correct them

Remember ...

- 'one hundred and two is 102 not 1002'
- 'to count on from the larger number'

Using a symbol or Code

- e.g.
- 😊 learning objective achieved
 - ✓ correct answer
 - try this one again
 - 🗨️ oral feedback given

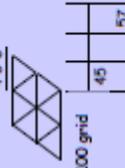
Check your schools marking policy!

Ask a Closed question...

- If you start with 93 and count back in tens, what would be the smallest number you would reach on a 1-100 grid? Would 14 be one of the numbers you say?
- Put these numbers in order: 836, 636, 638, 388, 608.
- What would the third number be?
- Which of these numbers is closest to the answer of $342 - 119$?
 200 220 230 250 300
- I buy 6 books that cost £4.99 each. How much will I pay to the nearest pound?
- There are 28 children in the class. $\frac{1}{2}$ are girls. How many girls is this?
- A film starts at 6.30 p.m and ends at 8.10 p.m. How many minutes does the film last?
- What is the difference between 1999 and 4003?
- What number is 30 less than 64?
- What is the missing digit?

$$\begin{array}{r} 5 \square \\ \times 8 \\ \hline 456 \end{array}$$

Shade $\frac{1}{2}$ of this shape



Fill in numbers on the 100 grid

Now try this one...
 What fact can you find?
 $4 + 7 = 11$
 $15 + 25 = 40$
 $10000 + 9999 = 11000$
 $10000 + 10000 = 20000$

Evaluate with
 Claws... If you
 know an equation
 for $\frac{1}{4}$? $\frac{1}{16}$?

Ask an open question...

- Tell me two two-digit numbers with a difference of 12
- What even numbers lie between 10 and 20?
- Find 3 ways of completing: ...% of ... = 30
- $\square \times 0 = 20$ What could the missing numbers be?
- These numbers are in order, largest to smallest: 66, 45, 37, 33. Think of a number that could go into each of the empty boxes.
- Draw a triangle with a line of symmetry that does not have a right angle
- If $7 \times 8 = 56$ what is 0.07×8 ? Give some other decimal facts that are linked to this fact
- Give me 3 division questions that have a remainder of 1
- Suggest sensible units you might use to measure the height of your table
- Tell me two lengths that together make 1 metre
- Write what the missing digits could be:
 $\square \square \square \div 10 = 30$

Can you write down four multiples of 4
 to start with 4, 8, 12, 16, 20, 24, ...

$4092 = 4000 + 90 + 2$
 $35 - 22 = 13$
 Can you find another way to partition 3
 based on 10... You try!
 $35 = 30 + 5$ and $22 = 20 + 2$



Finishing a sentence...

- 36 can be partitioned into ... and ...
- Two numbers < 200 are ... and ...
- All multiples of 5 end in ... and ...
- Two fractions equivalent to a half are ... and ...
- Capacity can be measured in ... or ...
- Acute angles are ...
- A pencil weighs about ...
- Squares have ... and ...
- 1.6 is between ... and ...
- 3 of the factors of 24 are ... and ...

Ask for an explanation

- Would a chocolate lever rather have $\frac{1}{2}$ or $\frac{3}{4}$ of a bar of chocolate? Explain your answer
- What tips would you give someone who is learning how to round numbers to the nearest 10 or 100?
- Explain why a number which ends in 3 cannot be a multiple of 4
- Explain why two of the three angles in my triangle can't be obtuse
- Explain why 16 is a square number
- How could you subtract 37 from 82?
- How could we test a number to see if it is divisible by 6?

Encouraging reflection

- Could there be a quicker way of doing this?
- Do you think that this would work with other numbers?
- When could you use this strategy?
- Have you thought of all the possibilities? How can you be sure?
- Why did you decide to use this method?
- Can you think of another method that might have worked?
- Why did you decide to use this method?

Maths Marking Strategies

Correct

Incorrect

