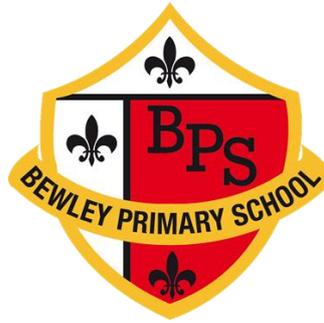


Marking and Feedback Policy

July 2018



Marking and Feedback Policy

AIMS

***'...the impact of feedback is 124 times more cost effective than reducing class sizes'* Higgins/Sutton Trust Report**

At Bewley Primary School, we will take a professional approach to the tasks of marking work and giving feedback, using a consistent approach, which is age and ability appropriate as an essential part of the assessment process. Feedback and marking is the process whereby children are informed about what they have achieved at a particular time and what they need to do to improve. Feedback is a positive form of communication based on learning objectives and success criteria. It can be verbal, written, pictorial or signals and could be from teacher to child, teaching assistant to a child, child to teacher or child to child. Written feedback may take the form of acknowledgment marking or in depth marking linked to the planned learning.

We are a Rights Respecting School and this policy is underpinned by our continued work of our commitment to Unicef and the UN Convention of Rights of the Child.

This policy links directly to the UN Convention of the Rights of the child.

Children's rights and responsibilities:

Article 14 – Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights.....

Article 28 – All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity Young people should be encouraged to reach the highest level of education they are capable of;

Article 29 – Education should develop each child's personality to the full. It should encourage children to respect their parents, and their own and other cultures.

OBJECTIVES

Marking and feedback should:

- If possible be immediate or as soon as possible
- Be manageable for all teaching staff
- Involve all adults in classroom
- Be seen by pupils as useful and positive
- Inform future planning/targets. Shown on annotated plans
- Be accessible and inclusive
- Relate to LO and success criteria
- Be responded to

KEY CHARACTERISTICS OF AfL

FEEDBACK

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teaching staff will need to identify next steps in learning as well as responding to mistakes. Feedback should always be constructive and sensitive, focussing on the work produced.

The following are a number of ways feedback can be given:

Verbal

- Most immediate and interactive form of feedback
- Focus on being constructive and informative
- Can be direct or indirect (targeted or not) Whole class/group eg: when marking one piece of work or shared at the start of the lesson

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. When this is given, a 'V' or appropriate stamp, will be recorded next to the piece of learning. During learning walks, older pupils will be expected to discuss such feedback and how they are improving their written work.

Explicit learning objectives/outcomes:

Effective learning takes place when learners understand what they are trying to achieve and why it is important - context. Staff should always consider the context and share either the context or purpose with pupils where appropriate applying it to real life. It is important that pupils know the Learning Objective/Outcome (LO) to the lesson as this gives a focus enabling pupils to review their own progress and to see if they have achieved the objective.

The learning objective should focus upon the learning not activities.

For example:

To identify different fractions.

To use full stops correctly.

Success Criteria:

Developing a Success Criteria to achieve the LO will help provide children with a framework against which to focus their efforts, evaluate their progress and discuss issues. The majority of the time teachers will generate the SC. We recognise that when children are involved in generating the SC they have more ownership of it. Therefore there will be times when the children will be fully involved in generating the SC.

NOTES:

- Success Criteria should be used to consolidate previous learning and to add new learning in the lesson
- The criteria should help pupils achieve the objective.
- The statements for Success Criteria should reflect appropriate Year Group programmes of study, taken from the National Curriculum
- On occasions, Success Criteria may be limited to the guided groups and might be different from the whole class focus

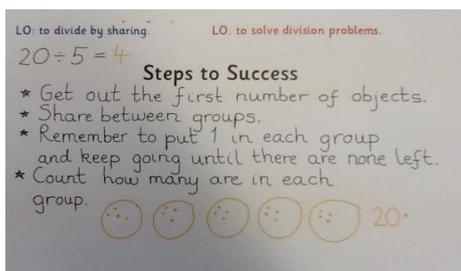
Teachers are expected to share or create the Success Criteria at an appropriate stage within the teaching or as part of a guided group. Ideally this will be available in some way so that pupils can refer to it during the lesson. Teachers may also use this during the lesson when checking for learning or re-focusing pupils.

Success Criteria should be stuck in books before the piece of work is completed. However for longer pieces of writing, turning the pages back and forth might affect productivity; therefore, it may be more beneficial to leave a space at the start of the writing, for the success criteria to be stuck in after the task to enable pupils to refer to it more easily.

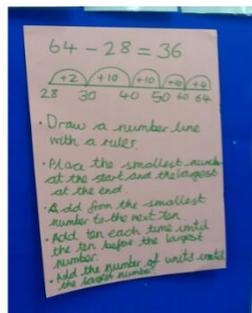
Success Criteria focuses on the process or product and we recognise the difference in certain subjects.

The majority of Success Criteria in maths is focused on the **process**. This could be put on working walls, around the teaching environment, to show regular steps to success, so that these can be referred to as and when needed.

For example:



Year 2



Year 4

In English and the majority of other subjects the Success Criteria is largely based upon the **product**. For example:

Marking against Success Criteria

KS2: Learning Objectives: Font 12 <i>HFW</i> cursive	Pupil Assessment	Teacher Assessment
I must		
I could		
I should		
My next step is:		

KS2

Success Criteria should be used to inform marking and to address misconceptions and identify next steps to learning.

The marking of children’s work in EYFS is normally performed on a one to one basis with the children present. This is done in order to teach any areas of difficulty or to give the child immediate opportunity to sort out any misconceptions.

In the EYFS teachers often annotate work. This is due to attainment and areas of difficulty not being immediately apparent to parents or other adults.

Staff will gradually begin to introduce the visual codes in EYFS when individual children are ready and are beginning to write simple captions. Gradually, all the children should be taught what the visual codes mean.

EYFS: Learning Objectives:						○ ○ ○
 Capital letters	 Fred Frog	 Finger spaces	 Full stops	 Letter formation	 Action words	

Feedback will be given using these codes, throughout Year 1. Written comments are added with the child present or if it is felt relevant to inform another adult who may read the work.

This should continue into Year 2 until the children are able to read written independently comments. By the end of Key Stage 1, a clear transition should have been undertaken, with the children, to enable them to be prepared, in year 3, to independently read written comments and access the language of the Key Stage 2 Success Criteria.

When assessing against the success criteria, the following highlighters are to be used Yellow for Yippee and Pink for Think.

Yellow highlighter should be mostly used to underline the best aspects the child has met against the Success Criteria or applied development points from previous teaching and learning.

Pink highlighter should be mostly used to underline where the child had not met the success criteria or any other points which require consolidation or further development.

This **does not** mean that **every good example** is underlined in yellow, **and every development** is underlined in pink as it will devalue the effectiveness.

The Learning Objective should be highlighted Yellow if achieved and not highlighted at all if not achieved.

Success criteria should be ticked off by the teacher in the appropriate box

Maths and other closed tasks should be marked with a tick or cross. Teachers should limit the amount of crosses and find an alternative response if many responses are incorrect. Pupils should be encouraged to leave some incorrect answers, so they can learn from them. Some calculations or sentences that need correcting should be highlighted in pink to enable the pupils to respond to, in improvement time.

Towards the end of KS1, there should a maximum of two positive comments which refers specifically to the learning in that lesson, or to the previous work's comments, and one development comment. This should be continued throughout KS2.

- e.g.
-  You have remembered to use some great adjectives
 -  You have used and to join some words and clauses
 -  Put in the missing full stops

All work marked by a member of staff should be in green pen and model our handwriting policy.

Wednesday 6th June 2018

To write a newspaper report

GIRL DIES IN TRAGIC ACCIDENT!

reported by Freddie Gurney

An eleven-year-old girl went missing last night from Boat Cove and is now presumed dead.



Coastguard on the lookout.

Cherry Brown, who was the youngest of five children, was on holiday in a rented cottage with her family in Zennor, Cornwall. The Smith family went to pack up to go home, but they left Cherry on the beach

to collect pink cosmic shells.

When darkness came, Cherry's parents became concerned because Cherry, who was familiar with all the route's home to the cottage, still had not returned. At 7 o'clock, they finally called the Coastguard and the Police.

Throughout the night, the Coastguard made an extensive search around the coast and nearby cliffs above Boat Cove, but Cherry is still missing - presumed dead.

Captain Freddie Gurney, of the coastguard rescue team said: "Although my team and the Zennor lifeboat are still out

searching for the girl Cherry, we have no hope of finding her alive." The coastguard thanked over 90 people from the community for searching for Cherry, earlier this morning.

Meanwhile, back at the holiday cottage, Cherry's parents were distraught that their daughter Cherry had drowned.

Cherry's brother Jack stated: "If I had dragged her off the beach this disastrous accident would not have happened."

Mrs Brown aged 42 reported: "Cherry was a determined little girl; and the house will be quite without her. All of the family will miss her dreadfully."

Cherry's family have asked to be left alone to

mourn in peace. Flowers, a photo and lighted have been left in memory of where Cherry was last seen at Boat Cove.

Effective use of adverbs of time to make links across and within paragraphs.
You've used commas for parentheses.
Think about using semi colons as an alternative to co-ordinating conjunctions to link some clauses.

A great report, Freddie Very informative.



I have used a semicolon.

Marking is only of value if comments are read and responded to.

RESPONDING TO MARKING

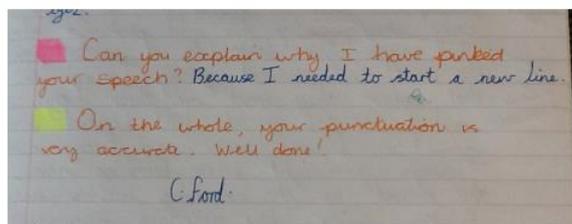
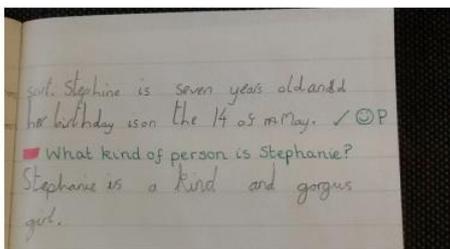
Wherever possible, live marking should take place during the writing process, using pink and yellow highlighter pens, alongside the child. This enables the child to act immediately and correct any errors in their work.

When work is distance marked (marked without the pupils being present) teaching staff must allow time for pupils to read and respond to marking (Dedicated Improvement Time (DIT)) immediately after, or as soon as possible.

A purple 'polishing' pen will be introduced to the children in year 1 to enable them to respond to marking.

We recognise that it is difficult for working at lower levels, pupils to read and respond so EYFS and KS1 are expected to build in more time for verbal feedback, for example at the start of the lesson or during guided groups.

- In EYFS teaching staff will work alongside the children to respond.
- Year One staff will begin to train the children to respond independently, using a purple 'polishing' pen, during the summer term.
- Year Two will embed this and begin to train pupils to read and respond independently as they become better readers.
- KS2 pupils will respond to marking themselves, either during the lesson or during dedicated improvement time. Teachers should ensure that time is given for this and should employ their own system for how this is managed. It is critical that Teachers explain the system and maintain it.



Pupil-Assessment (PA)

To pupil-assess

- EYFS children will be trained to use a traffic light for pupil assessment
- In Key Stage 1 pupils should be taught to pupil-assess in a meaningful way, ticking against the Success Criteria, which might be teacher led or with the help from another adult.
- By the end of Year 2, the children should be able to independently pupil-assess in a simple way by ticking against the Success Criteria and verbally identifying their next step.
- In Key Stage 2, the children should use a handwriting pen, or pencil, to tick the success criteria which they feel they have achieved. To support this, they should then find some evidence of this in their work, which they should underline neatly with a green pencil using a ruler.
- The children should then identify their own next step and write this in the space provided.

Learning Objectives: Font 12 HfW cursive	Pupil Assessment	Teacher Assessment
	My next step is	

All pupil-assessment should be moderated by the class teacher, using a light touch mark to either agree or alter the pupil-assessment.

Teacher Assessment (TA)

Staff will be expected to assess 5 different piece of writing across each term, using the writing assessment criteria grids, which will give an age related score.

When assessing these pieces of work, staff are not be expected to undertake any in depth marking, but an **A, in green pen**, should be clearly visible at the end of the work to denote that it is an assessed piece of writing. If staff prefer to underline with a highlighter pen which statements have been met on the assessment grids, they may do so but using a green highlighter pen.

Spellings

Across the school, staff will use their professional judgement in correcting spelling mistakes but children should always be asked to correct, at least, high frequency words independently, using a dictionary or word mats etc.

Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Signed: *M Carlton*

Date: July 2018 (Review of previous policy)



MARKING

Do you know what your teacher's marking means?

✓ Correct

X Incorrect

V

or



Verbal feedback given

I

or



Independent work

G

or



Worked in a group

AS

Adult support

A

Assessed piece of work

Amazingly, Yippee! success criteria used.

Mrs smith Think pink! Correct this