

The Ivory Federation

Propps Hall Junior, Infant and Nursery School Springhead Infant and Nursery School Rushcroft Primary School

Marking & Feedback Policy

RATIONALE

We believe effective marking and feedback is an essential part of the education process and a crucial tool in the assessment process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' learning, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. Marking should be **meaningful, manageable and motivating**. Marking should serve a single purpose – to advance pupil progress and outcomes. We promote pride in personal achievement to improve standards of both learning and teaching and we would like all children to become reflective learners for them to improve their performance.

PURPOSE

- To ensure marking and feedback is **meaningful**: *marking varies by age group, subject, and what works best for the pupil and teacher with any particular piece of learning.*
- To ensure marking and feedback is **manageable**: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking with the overall workload of teachers.*
- To ensure marking and feedback is **motivating**: *marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.*
- To have a framework for marking and feedback across all key stages that is diagnostic, progressive and consistent.
- To provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.

BROAD GUIDELINES

Marking and feedback should...

- be clear, concise and explicit
- be positive, challenging and constructive
- where possible, be heavily weighted on verbal feedback
- be related to ability and attainment
- be specific to learning objectives which the children should be made aware of in advance
- where possible, written marking should take place in the presence of pupils
- provide pupils with opportunities to assess their own learning and that of their peers
- marking should inform future planning for individual potential

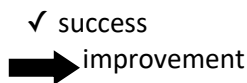
Marking non-negotiables

- All adults in school must mark in a green pen.
- All children must mark in a green pencil.
- All pieces of learning will show some evidence of marking, either written or in a symbol form
- Oral feedback will be given in class at the point of learning
- Marking feedback will be completed as soon as the teacher is able AND will always be before the pupil carries out their next piece of learning.

Marking in English

Due to the complexity of the pedagogy in English, marking and feedback will take a variety of forms, as follows:

1. Children's daily English learning will be marked and up to date using the marking symbols. Deep marking is not required daily as the children are building up a sequence of skills and knowledge. Feedback is to be given throughout the lesson, at the point of learning.
2. The draft before the Big Write is self or peer-assessed against the year group objectives, edit and improve for accuracy and effect after the draft, in preparation for the Big Write (please read Big Write Principles in conjunction with this).
3. Deep mark one piece of writing in the build-up of the genre (not the final draft), marking as follows;
✓ success



5. Children's editing in KS2 to be written in a green pen and children's editing in KS1 to be written in a green pencil. *Lengthier edits are to be numbered in green pencil but written in children's normal writing pencil, to maintain good presentation.*
4. The marking and feedback in the Big Write book should be celebratory, shows whether end of year objectives have been achieved and identifies an objective yet to be achieved in preparation for their next piece. Structure as follows:
 - ✓ Celebration element- statement of positive praise
 - ✓ 2 ticks affirming which end of year objectives have been achieved
 - ➡ Next step as a writer, an objective yet to be achieved
5. It is anticipated that the deep marking will only take place every 2-3 weeks, inline with the English curriculum and units of learning

Marking in Maths

Marking in maths has to be as specific and actionable as possible so that misunderstandings, mistakes and misconceptions will be challenged at the earliest opportunity. Children need specific, accurate and clear feedback on paper so they can refer to it and use it for growth. Prioritising and being strategically selective about what you mark is important, as follows:

1. Children's daily maths learning will be marked and up to date using the marking symbols. Feedback is to be given throughout the lesson, at the point of learning.
2. Where calculations are correct, a tick will be used to show this.
3. Oral feedback will be given throughout the lesson to extend learning and address misconceptions. Oral feedback will be given at the point of learning.
4. An improvement prompt (arrow) will be used part way through the lesson to symbolise where pupil progress has been advanced or supported learning (SL) identified. It is accepted that evidence of this will be limited, showing that it has occurred once or twice each week for every child.
5. Where possible, in years 3-6, children will be allowed to mark their own learning themselves.

Marking in the Wider Curriculum

Marking in the wider curriculum will be proportionate across all subjects, based on the premise that there may only be one lesson each week for each subject, this will be dependent to the organisation of the topic.

1. All children's learning will be marked and up to date using the marking symbols. Feedback is to be given throughout the lesson, at the point of learning.
2. Deep marking is to be used to progress learning at least **once** during the taught topic.
3. Deep marking will replicate the same pattern as in English , 2 successes (ticks) and an improvement prompt (arrow).
4. Improvement prompts must be based on the **skill or knowledge acquisition** of the subject being taught not on the semantics of the English language or presentation of learning.

Peer Marking

Peer assessment is when children consider the learning of others and then judge how well they have performed in relation to the assessment criteria. Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds so much more to learning and the opportunity to talk, discuss, explain and challenge enables children to often achieve more than they would unaided.

1. Teachers will establish from the beginning, that the purpose of peer assessment is to help children to have an understanding of assessment and what constitutes progress and success. This will eventually lead them on to planning their own learning to meet their own individual targets.
2. Teachers will create a supportive, non-threatening environment where it is safe to share thoughts without the worry that any demoralising, destructive comments will be allowed. It's important that children feel secure in this or children won't reap the maximum benefits.
3. Peer assessment is effective when adults have discussed, shared and developed the correct use of learning objectives and success criteria. Children need to know what they are looking for before they

can identify it. The focus must be tight, ensuring that adults don't ask the children to try to look at too much at once.

4. The feedback will mirror the same strategy that adults use in class, the children give 2 things they think their partner has done well (ticks) with one suggestion for improvement (arrow).
5. The language the children use for giving feedback must be specific, teachers need to ensure there is a shared understanding of this across their class before the children engage in the activity for example:

✓ 'I liked..... because...'

➡ 'Next time....'

6. Under no circumstances are children permitted to write directly into another child's book, peer marking is to be **written on post-it notes** and placed underneath or alongside the learning that is being reviewed.
7. Post-it notes are to be dated (short date) and the symbols PA used to show that the feedback has been given by another child.
8. The language of peer assessment, when it is not written down is equally important, it's not just what the children say but the way that they say it. Give the children -the correct language to use when peer assessing. Some examples of this could include:
 - 'I like this part, but have you thought of...'
 - 'What made you use this word/phrase/ connective/simile/metaphor and not another one?'
 - 'The best part is when you...'
 - 'I think that next time you ought to think about...'
 - 'I think you've achieved these two success criteria, but I'm not sure about the third. What do you think?'

Self Marking

Self-assessment is when children consider their own learning and judge how well they have performed in relation to the assessment and success criteria. The core principles of this activity are to mirror those in points 1-4 in the peer assessment section.

Marking and Feedback Symbols

Marking Symbols must be:

- on display in the classroom;
- understood by all pupils;
- consistently used by all staff;

Symbols

✓	Shows success	All key stages
➡	Action prompt	All key stages
V	Verbal response	All key stages
•	Learning is incorrect	All key stages
SL	Adult supported learning	All key stages
Sp	Spelling error	All key stages + V for Early Years
P	Punctuation error	All key stages + V for Early Years
Gr	Grammar error	All key stages + V for Early Years
PA	Peer assessed	KS1 and KS2
I	Intervention	KS1 and KS2

CONCLUSION

The full implementation of this policy will ensure marking is **meaningful, manageable and motivating**. Marking will advance pupil progress and outcomes and assist in developing confident learners, knowing that:

- ✓ their efforts are valued
- ✓ progress has been made
- ✓ they are clear about their targets for future improvement