



Marking & Feedback Policy

Prepared by XXXXXXX, September 2015

Version	Date	Reviewed by	Date of next review	Comments
1.0	September 2015	P&C Ctte	Spring 2017	
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Aims

This policy should be read alongside the Assessment policy, Curriculum policy and presentation expectations document.

We believe that feedback should provide constructive advice to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. Marking also provides the teacher with evidence about the child's progress and attainment in any lesson. Marking and feedback must be consistently applied by all staff in all subjects (including homework). Self, peer and teacher marking should be given equal status.

Marking and feedback should, fundamentally, be used to support planning and adapt the proceeding sequence of teaching, where children have demonstrated that they have misconceptions which need further teaching.

At Kingslea Primary school, we do not have a defined expectation for the quantity of written marking seen in books, because written marking is just one aspect of feedback.

Objectives

Feedback should:

- Be manageable for teachers.
- Relate to children's targets, learning challenge, and success criteria which have been shared with the children.
- Involve all school based adults working with the children.
- Be two-way.
- Encourage children to become aware of and reflect on their learning needs.
- Give recognition and praise for achievement.
- Give clear strategies for improvement (restricted in number).
- Allow time for children to self-assess, also to reflect and respond to marking against the learning intention.
- Respond to individual learning needs, marking alongside some children where possible and appropriate.
- Contribute towards a record of individual children's progress.
- Help parents understand the strengths/weaknesses of their child's learning.
- Inform teacher's future planning and individual target setting and assessment.
- Be accessible to children through language and conventions used.
- Utilise agreed consistent codes and conventions throughout the school.
- Be seen by children as positive in improving their learning.
- Encourage and teach children to self-mark wherever possible, children should always be the first markers of their own work.

Policy Statement

Strategies

In Reception, feedback and marking is always immediate and carried out with the child. For most of the Foundation stage, feedback will firstly be verbal and then in some instances the work will also be marked by the teacher or teaching assistant with a comment or symbol e.g. a smiley face. Towards the latter half of the year, staff will adopt the whole school approach to marking using pink and blue pens, with children encouraged to identify their own areas of strength and development, whilst also looking at the work of their peers.

1. Summative feedback and marking.

This usually consists of ticks and dots (instead of crosses for errors) and is associated with closed tasks or exercises. Wherever possible, children should self-mark (purple pen) or the work should be marked as a class or in a group. Where work has not been successful at all rather than drawing lots of crosses, a comment and further assistance should be given.

2. Formative feedback and marking.

Formative feedback is the most important type of assessment used with the children as it is assessment for learning. Formative feedback informs the children about what they have achieved and what they need to do to achieve further. This can be done during a lesson, to a whole class, groups or individually as required to move the children on in their learning. This links to strategies 3 and 4.

3. Verbal feedback

It is recognised that verbal feedback is a vital tool in raising achievement. Verbal feedback should be tailored to the individual child or group of children, where dialogue, using appropriate language and questions, gives children an opportunity to reflect and respond. Feedback should focus primarily on issues linked to the learning intentions and secondly, as a low priority, about other issues or features of the work.

4. Distance Marking (Quality Marking)

Not all pieces of work need to be 'quality marked'. In year groups teachers should decide whether work is simply acknowledged with a code or comment against the learning intention or given detailed attention. Feedback should focus on the success criteria of the task (highlighted in pink) and individual next steps (identified in blue). Focused comments should help the child in 'closing the gap' between what they achieved and what they could have achieved. All 'closing the gap comments' should expect an action/response by the pupil. They should be given time to act on suggested improvements. Pupil's should tick and respond to the teacher's comments using their purple pen. (See appendix 1 for marking examples)

'Purple Pen Marking':

As well as using their purple pen to acknowledge/act on teacher's feedback, children use their purple pen for peer and self-assessment. The plenary/mini plenary of a lesson can be used for the next three strategies:

5. Self-assessment.

The introduction to a task should often involve the teacher asking the children to come up with success criteria that they can then assess their work against in the plenary. Children should self-evaluate wherever possible. Children can identify their own successes towards meeting the learning intention and look for improvement points by looking at the success criteria. Children can indicate this using traffic light colours or emotion faces. They may also use 'two stars and a wish' where appropriate.

Any self-assessment should be reviewed and commented on as appropriate by the class teacher, e.g. at the end of a series of lessons in which the children are working towards the same learning intention or when the child is having difficulties with a new concept and needs extra support or guidance.

6. Shared feedback.

Carefully select one piece of work from an unknown source, mark the work as a class, using IWB/visualiser, modelling the quality marking process for the children so that it is familiar to them.

7. Paired feedback (including dialogue)

With the class the following points need to be developed by the teacher:

- ground rules (e.g. listening, interruptions, respect) need to be decided on,
- children need training to do this through modelling with the whole class, watching paired marking in action,
- it is always best to start by looking for the positive achievements in a piece of work and then see if there is an area where improvement can be made. Time for this could be given immediately for the pair to work on improvement,
- pairs need to be based on trust.

Organisation of Marking and Feedback

1. The first five minutes of a lesson (unless used as an Early Morning Task), should, wherever possible, be used to check on individual understanding of the marking and enable pupils to respond to it or work on it. Marking will only really be formative if it is used and acted upon by the children. Occasionally reflection might be done in discussion with a talk/writing partner. Children will always initial teacher comments.
2. Wherever possible, children should be encouraged to self-mark in order to improve their own self-assessment and awareness of their knowledge, learning style and recording skills. A marking code can be applied to this using traffic light colours or pupil comments where appropriate.
3. It is important to be flexible about feedback. It is necessary but should depend upon the nature of the task and the time available.
4. Distance marking should be accessible to children and manageable for teachers.
5. Marking should be neat, legible and in the agreed colours (pink highlighting strengths, blue areas to develop).
6. Supply teachers/Student teachers – supply teachers and student teachers should be asked to give feedback on children’s work, they should initial any work they have commented on.

Marking Codes and Procedures used

P (punctuation)	 Around the incorrect punctuation with a P in the margin
Sp (spelling)	Mark against taught objectives – do not correct all spelling errors.
?	Does not make sense
^	Word missed out
	Use a thesaurus
✓	Correct answer
.	Incorrect answer (rather than a cross)
//	New paragraph
~~~~	Grammar needs checking
	Verbal feedback
	‘A star’ indicates a positive comment/how well the Success Criteria have been met
	‘A wish’ indicates a targeted area for development/next steps/follow up work

- V Verbal feedback was given  
 S completed with support  
 I completed independently

Staff identify areas of strength and areas for development using ‘Tickled Pink’ and ‘Better Blue’.

Tickled pink and better blue are used to underline areas of success and identify next steps – this is not to be used to highlight over large chunks of pupils’ work. It is to be used to highlight clearly and neatly without detriment to the presentation of pupils’ work.

Any additional comments to be made regarding next steps and editing can be recorded in one agreed colour for each year group.

### **Monitoring & Review**

The implementation of this policy will be checked as work is monitored across the school.  
The policy will be reviewed annually.

### **Appendix 1**

The following give examples of marking comments that may appear in books for children to use.

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 so angry he..... Describe the expression on the dog's face.)*
- *An example prompt (e.g. Choose one of these or your own...).*
- *'Circle your best idea.'*
- *Pose a question: 'What have you learnt?', 'Which skills have you applied?'*

A few ideas for sentence starters to get next steps recorded or encourage dialogue about learning with pupils.

- *Now, can you try this ...*
- *As you have understood this so well, could you explain this to a friend in review time?*
- *Time for a challenge ...*
- *Can you rewrite the highlighted sentence, adding more powerful verbs?*
- *Can you think of another way to reach your answer?*
- *Which method did you prefer using today?*
- *Expand on the highlighted paragraph to ...*
- *Could you add 4 more adjectives to your description?*
- *Can you use what you have learned to solve this problem?*
- *Is there a better way to present your answers?*
- *I'm not sure you've quite got this – we will go back and practise more to make sure you've really got it!*

Next steps can also be drawn from individual targets supported by school assessment system (Yearly Expectations). As children are reading their comments, it is important that what is written is purposeful and means something to them i.e. avoid language that they won't necessarily understand. Children must initial their feedback once it has been read (KS2, some pupils in KS1 where appropriate)