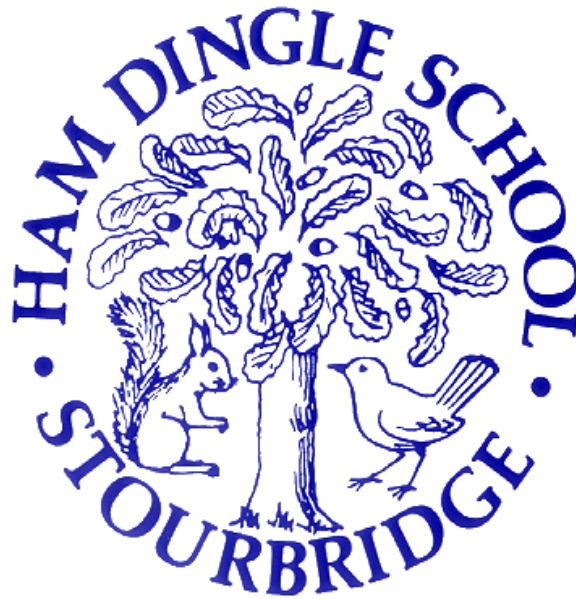# Ham Dingle Primary School

Effective Marking
and Feedback Policy

Responsibility for monitoring this policy: Miss D. Hunt

Updated February 2016, Reviewed by – Leadership Team

Review Every 3 Years

Approved by Governing Body……………………………………………………………………….Mr George Craig Chair of Governors)

Effective Marking and Feedback Guidelines

Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve

Introduction

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure their progress. It will focus on success and improvement needs against learning intentions (WALT – We are learning to…) and success criteria (WILF – What I'm looking for…); enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. This important stage of the teaching and learning process is also called 'Developmental Marking'

Rationale

Ham Dingle Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for further development (**Next Steps -NS)**, setting further challenging questions **©** and evaluating how well the learning task has been understood to highlight 'gaps' in learning which generate '**Gap Tasks' – GT** to try to recover the gap in learning.

Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking is the most important factor in pupil learning, so this policy is crucial for the effectiveness of the school.

Aims

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

We aim to:

- Support and celebrate learning
- Inform the pupil what they have done well and what they need to do to improve to reach the next steps in their learning.
- Support pupil confidence and self-esteem through praise and valuing their achievements in learning, and contribute to accelerated learning.
- Foster a culture in which it is ok to make mistakes and shows us how to learn from them
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning/formative assessment, in order to plan and refine next steps in learning.
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations and to teach pupils to respond to feedback, self-assess and evaluate their own learning.

- Improve standards by encouraging children to give of their best and improve on their last piece of work

Principles of Effective Marking

Effective marking and feedback is integral to good teaching and learning processes. How children's work is received and marked and the nature of feedback given to them has a direct bearing on learning attitudes and future achievements. The purpose of feedback is to enable children to make excellent progress. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking should:
- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension/ accessible to all
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child ensuring that the sentences are punctuated correctly with capital letters and full stops.
- Be frequent and regular, at least every third piece of work marked in detail and every piece acknowledged
- 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 and positively affect the child's progress
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective (WALT)/success criteria (WILF) of the work set but also relate to basic skills in English linked to handwriting, grammar and spelling
- Be consistently followed by teachers and TAs across the school
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective (WALT)

All teachers will adhere to the above principles and:
- ✓ Provide regular written and oral feedback
- ✓ Provide time in lessons to review work from previous lessons and read, reflect and respond to marking and feedback given
- ✓ Adjust planning in the light of marking
- ✓ Make learning objectives explicit (WALT)
- ✓ Involve children in the process from an early stage
- ✓ Ensure children are clear about the teacher's expectations
- ✓ Use children's work as exemplars (WAGOLL)
- ✓ Inform future individual target setting (Next Steps)

Why do we need to mark?

- ✓ To inform pupils, teachers and parents about the child's understanding, their strengths and the next steps needed to move their learning on
- ✓ To provide evidence of attainment
- ✓ To motivate children to produce high quality work, make progress and improve
- ✓ To provide opportunities to give praise, rewards and encouragement that show we value our children's work.

Good marking occurs when ….
- ✓ It is clearly related to the WALT
- ✓ It is meaningful to the child
- ✓ It informs future planning
- ✓ It enables the child to act on guidance by 'polishing' (with their red pens) an identified section of their work
- ✓ It is positive and constructive
- ✓ It is undertaken as soon as possible after the lesson
- ✓ It involves the child in some way and enables then to reflect and respond
- ✓ It models good practice
- ✓ Wherever possible, marking takes place with the children, e.g. when staff are working with a focus group
- ✓ The learning needs of individual children are understood and work is matched and marked appropriately
- ✓ It improves a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning

Marking and Feedback Processes

Four types of marking and feedback may occur during teaching and learning:

i).**Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of **verbal feedback** and occurs through **effective questioning** to clarify or refocus tasks and enquiry, **mini plenaries** and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning discussion with a pupil or in a group. For younger pupils this can be noted down to record the feedback and response process or using the "verbal feedback given" stamp.
ii) '**Light' review of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and Feedback at Ham Dingle Primary School.
Immediate feedback is the most effective and is more likely to be **oral** than **written**.

Oral feedback…
- is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intention (WALT). The quality of the thinking can be instantly higher for the learner if feedback is oral.

- is usually interactive and instantly developmental. It may also give the child reassurance or a quick check on progress.
- has immediate impact as seen in a child's response in moving on to the next learning step.
- is usually in the form of a learning/reading discussion, questioning or review of learning.

'Light' Review feedback should be
- legible and clear in meaning where comments are made
- indicate the effort made by the child in relation to their ability by using an effort grade
- to acknowledge work has been checked for completion by ticking
- indicate where any errors have been made using the marking codes in Appendix 1

Written feedback should be

- using WALT and WILF as the focus for marking as well as the basic skills for English / maths
- thorough in checking for mistakes or misconceptions and give indications to the child using the marking codes in Appendix 1
- developmental, i.e. children will find out how they are getting on and what the next learning step will be. (It's a wasted effort if children aren't informed by it and can't progress as a result of it.)
- clear in setting out the Next Steps to further improve learning (See some example prompts in Appendix 2)
- responded to by the child (children are expected to read, reflect and respond to comments made on their work and it is essential that time should be made available for this) Children are actively encouraged to initial or respond to the teachers comment once they have read it or it has been read to them. If in KS1 or Early Years this is verbal, it should be recorded as such using the "verbal feedback given" stamp on any work the pupil produces. Response should be made as soon as reasonably possible in order to support pupils effectively.
- checking back that previous feedback has been responded to by the child and accurately marked to ensure that previous advice has had the desired impact / Gap task closed the learning void
- an indication of the effort made by the child in relation to their ability by using an effort grade (See Effort Grade criteria in Appendix 1)

Remember…

➢ There is no point of writing to a child if the child will have no means of reading or understanding it
➢ Marking should aid curriculum planning, identify pupils who need additional work/more challenging work or support and intervention
➢ Children need to be trained to self-assess/ mark some of their own work, making improvements as part of a lesson – e.g. use of Learning Partners
➢ Paired marking enhances learning but the children need to be trained in how to do it
➢ If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (Next Steps) it is essential that:
    - Children are made aware of the learning intentions (WALT) of tasks/lessons and of the criteria (WILF) against which their work will be marked/assessed.
    - Their success criteria or steps to success (WILF) should be shared with them at the start of an activity
➢ Display work is modelling of work for other children to see. Therefore, it should be marked before it is displayed

Self-assessment

Pupils will traffic light their work against their learning objective (WALT) accordingly

Red: 'I find this difficult'
Amber: 'I can do this but need more help to feel confident'
Green: 'I am confident, understand and can do this and this shows in my work'

If a WALT refers to Success Criteria (WILF) then it is useful for this to be stuck into the exercise book so the child can self-assess against all aspects

Peer Assessment

We recognise that the following are important points to consider when getting the children to comment on or mark their work collaboratively:

- Children need to be trained to do this, through modelling with the whole class and watching paired marking in action.

- Ground rules need to be set (e.g. listening, interruptions, confidentiality, etc.).

- Children should, alternately, point out what they like first and then suggest ways to improve the piece, usually against the WILF statements and not correcting spellings, etc.

- Pairings should generally be ability based and where appropriate could be 'Learning Partners' (e.g. two middle, two higher or one middle and one lower together.) Children should have a peer Learning Partner who they feel secure in sharing their work with

- Provide simple success criteria (WILF) lists to allow children to mark specifically and effectively. How often this type of assessment takes place depends again on the age and ability of the group.

Evaluating Work
There should be opportunity to evaluate work (which is different to marking) where children are given time to reflect. This may take place during a plenary, in small groups or as a written comment **to the teacher** at the end of a piece of work. Example of key questions that children should be encouraged to answer:

- What did you find easy? (Traffic light the WILF)
- Where did you get stuck? (Traffic light the WILF)
- What did you find difficult? How did you get unstuck?
- What do you need more help with? (Traffic light within their piece of work)
- Have you learnt anything new?
- Do you have any questions?
- What would you like to find out next?

Homework marking and feedback
Refer to the homework policy.

Non-negotiable Procedures for Marking.   *How are we expected to mark?*

- ✓ All marking and feedback by the teacher is to be carried out in green pen, supply teacher blue pen, TAs black pen
- ✓ All marking is to be done in a clear legible hand aligned to the school handwriting script and in language appropriate to the child's understanding and age. Verbal feedback will be given to younger children and recorded using a VF code/ "verbal feedback given" stamp.
- ✓ The marking code is to be followed in all cases. (see Appendix 1)

- ✓ The marking code should be accessible to all pupils in the learning environment by use of the Learning Mat on desks in every room (Appendix 1)
- ✓ **All** pupils' work is to be at least 'light' reviewed by Teacher or Support Staff.
- ✓ **In both Maths and English at least 2 pieces of work per pupil should be developmentally marked in depth per week.**
- ✓ When identifying an area for specific improvement the respective work in the pupils' book (English or maths) will be identified by underlining in pink highlighter. The corresponding comment will also be highlighted pink. 'Polishing' (by the child using their red pen) should focus on a short section of work and not be a whole piece repeated. The section to focus on should be highlighted by underlining in pink by the teacher and the marking of it should relate to the original feedback/comment, not open up a new set of next steps.
- ✓ There will be a **maximum of 2 identified specific areas** for pink highlighting for each piece of work.
- ✓ Feedback comments must be constructed to require response by pupils (see Appendix 2 for examples), at an appropriate level of challenge, and such tasks must be completed by pupils. The teacher must check and mark any follow up tasks set
- ✓ When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than **3 spelling corrections** for a piece of work will be given.

- ✓ The **Next Steps** symbol (NS) should be used at the end of developmental marking and a comment written which tells the child what they need to do to move forward with their learning

  There are several circumstances for which next steps are required (See Appendix 3 prompts)
  - If the child has achieved the objective NS used to provide challenge/accelerate learning
  - If the child has a misconception NS used to intervene
  - If the child is ready to builds on the skill acquired NS used to support & accelerate learning

- ✓ **Challenge Next Step** indicated with © is set where a child achieves the **WALT** and the teacher poses a more challenging question or task to further deepen or extend learning
- ✓ **Follow Up Tasks** should be used to indicate how a child can go back over the piece of work that has just been marked to correct or improve it themselves using their red 'polishing' pen.
- ✓ **Gap Task –** this is usually where some level of intervention is required so it should be clearly labelled as 'Intervention work'
- ✓ Pupil's work should be marked by the next lesson.
- ✓ An '**Effort Grade**' should be given to reflect the teachers judgement of how much a pupil has tried to complete the task set according to their ability
- ✓ **E3** should only be awarded for exceptionally good work

Role of other adults supporting learning
Support staff
All support staff, under the guidance and support of class teachers, are expected to take an active role in the learning and feedback of the groups they work with and in activities such as spelling and times table tests. Support staff should write in **black pen**, therefore, making it clear the work has been marked by them.
Support staff should:
- ✓ Follow the guidelines of this policy
- ✓ identify if work was independent or supported/assisted using the appropriate stamps
- ✓ as appropriate give feedback verbally or through marking

✓ If developmental marking is done, it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This policy will be given to all new supply teachers as part of the Staff Handbook on arrival in the school.

Students in school are required to follow this policy as appropriate. However, the class teacher is also required to check and initial marking completed by the student to ensure quality assurance.

Responsibilities

- It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.
- It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school
- Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.
- It is the responsibility of the Assessment Leader (Deputy Headteacher) to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress
- It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Monitoring and Evaluating Marking and Feedback

Books will be formally monitored each half term by subject leaders or SLT. A random selection of books will be picked from each class to observe marking techniques. Feedback will be given and should be kept in class teacher's Appraisal portfolio files.
Members of the Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for monitoring this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.
The Performance Indicators will be:
- An improvement in children's attainment and progress.
- **Consistency** in teacher's marking across the key stages and between year groups.

Induction of new staff

Staff new to the school are expected to seek advice from either their Year group partner or a member of SLT in regards to the Effective Marking and Feedback Policy and assessment.

Managing the marking workload

The following points are intended as guidance for staff when considering how to organise and manage marking/ feedback:
✓ Where appropriate, provide opportunities for children to self-mark.
✓ Use some plenary sessions to go through work and mark it as a class or use peer assessment.

- ✓ Flexibility is important, the time available and the nature of the task will influence whether staff are able to give feedback to the children **within a lesson**.
- ✓ When work has been marked away from the children, aim to set aside a few minutes for the children to read and respond to your marking e.g. during Registration each morning

Dissemination:

This policy is shared with all staff as part of the School's Policies Handbook. (Electronic copy on the shared area and hard copy in the staffroom folder).

A child friendly copy of these marking guidelines is available and shared regularly with the children. Copies of the Marking symbols and effort criteria are displayed in every classroom as part of the Learning Mat. A laminated copy should be available on every table.
The policy will be available to parents on our website.

Review of this policy

The policy will be reviewed every year with all staff invited to comment. The result of this review will be discussed by Leadership Team and amendments made will be approved by Governors.

Improving your work

What Our Marking Symbols Mean

∧	Word left out, or more writing needed here
CL **FS**	Incorrect capital/lowercase letter Full stop error
Sp	Spelling error
?	This part is confusing. Your teacher can not read or understand what you have written.
~~	Poor grammar is shown by a wiggly line
/	New line or paragraph needed
O	Punctuation missed or incorrect is shown within the circled area
✓	Correct maths work or we have checked over this work and like what we see
●	Maths work to be corrected

- Please correct any mistakes highlighted in pink or marked with these symbols using your red polishing pen.
- Make sure that you have responded to all **comments** to **improve** or **correct** the work that has just been marked.
- Choose 3 spelling errors from each piece of work to write out 3 times underneath the work.
- Think about the **Next Steps** **NS** your teacher has suggested for your next piece of work.

Marking your effort

E3 Outstanding effort
You have tried your best and made a lot of effort to complete the work set.
You have worked hard and taken care to complete the task to the best of your ability.
It is well organised and you have tried to present it well.

You will receive a Praise Postcard sent home to your parents for this work.

E2 Encouraging effort
You have tried to complete the work set.
You have worked reasonably hard to produce work of a good standard in relation to your ability.
Your work is organised and you have tried to present it well.

E1 Some concerns
You will need to make more effort next time as this piece of work is considered below the standard of which you are capable.
Next time think about the time you spend; how much care you take over your presentation and how you organise your work.
If you do not improve a letter will be sent home.

E0 Unacceptable effort
Your work is unacceptable because either:
•You could have tried much harder. Not much effort seems to have been made and the work is well below the standard of which you are capable; or
•Your work was not completed and/or not handed in by the deadline.

Your teacher may give you Reflection Time for you to complete this work.

Appendix 2   Examples of feedback prompts requesting response.

Writing Prompts	Maths Prompts
Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add… (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these… (extension questions/Consolidation questions)
Is there another way you could write this information (highlight sentence)?	If the answer was ….. What could the question be?
	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: …..	Finish this sentence: ….. (Explaining work)
Fill in the blanks: …..	Fill in the blanks: …. $\Box 2 + \Box 6 = 6\Box$
Highlight the sentence where you have used… (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used… (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ….	Tell me … that have …? e.g.Tell me two numbers that have a difference of 12.
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	
Tell me … that have …? e.g.Tell me two sentences that have adverbials.	What … would you use to…? e.g. What unit would you use to measure the width of the table?
What … would you use to…? e.g. What word would you use show me what the character is feeling?	What are the … of … ? What are the factors of 42?
	What is another … method that might have worked?
Please write another … connective/sentence that shows me how the caterpillar moved.	Show me how you think this will work with …other numbers/3 digit numbers?
Show me how you think this sentence would work with …adverbials/connectives/ adjectives	Show me how you could do it with … simpler numbers … fewer numbers … using a number line?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with … adverbials, connectives, punctuation?	What new words today? What do they mean? What maths words also mean…?
What would happen if…?	What would happen if…? e.g. What would happen if you started with 52?
	What if you could only use …? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
What new words today? What do they mean?	Would it work with different numbers?
	What if you could not use…? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?

What if you could only use…? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What are the … of … ?
	What are the factors of 42?

Appendix 3

Examples of use of Next Steps

If children have achieved the WALT give a challenge to accelerate learning (indicated by ©)
- ✓ How would you…?
- ✓ What if…?
- ✓ Could you try…
- ✓ Can you…?
- ✓ Now you are ready to…
- ✓

If there are misconceptions help the child with prompts or further intervention
(This is then a **Gap Task – GT**)
- ✓ Read back and add "   " where you have missed them out
- ✓ Read the highlighted lines again – where should the commas go
- ✓ Remember the apostrophe when something belongs to someone/ something e.g. Earth's atmosphere. Go back through your work to find the three you have missed

If you are building on the skill next lesson support/ accelerate learning by:
- ✓ Use the working wall to add more adverbs tomorrow
- ✓ Well done. Use the **challenge task** tomorrow.
- ✓ When we finish this next lesson try to create a drop clause by adding extra detail to your next sentence