



# Manor Primary School

## Marking and Feedback Policy

### September 2016

Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.  
'Outstanding' criteria –Ofsted (2016 School Inspection Handbook)

#### ***Marking and Feedback***

Feedback and marking should be constructive for 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.

#### **At Manor Primary School:**

- Marking should be manageable for teachers
- All learning should be marked as soon as possible after the lesson. Books should rarely be returned to children unmarked.
- Marking should focus on the learning objective and on children's personal targets, which will have been shared with children (see above). The main purpose of marking is to give information to children about how well they have succeeded in meeting the learning objective/ targets and how they can move their learning on further.
- High standards of presentation and effort should always be expected and should be commented upon.
- Adequate time should be given for children to **read, reflect and respond** to marking/ feedback.
- Marking should inform future planning and individual target setting
- Children should self and peer-mark wherever possible
- The needs of dyslexic learners are taken into account

#### **Marking and Feedback Strategies**

##### ***Summative feedback/ marking***

This usually consists of ticks and dots which are marks that are understood by the children. These are often associated with closed tasks or exercises (e.g. calculations or spelling tests.) Wherever possible (especially KS2), children should self-mark or the work should be marked as an individual, group or class. When self-marking, children should be taught to do this neatly – small ticks in purple pen – no marks out of 10, or crosses etc.

Stickers can be used to celebrate particularly good pieces of learning. Further examples of celebrating good learning might include (but not limited to):

- taking the work to show a chosen adult in school such as the headteacher;
- photocopying work to take home;
- displaying the work e.g. on 'working walls' as an example for others or on the school website
- celebration of good work in Star of the Week assembly

When work has been completed with the support of an adult, this should be indicated.

### **Quality marking**

Not all pieces of work can be 'quality marked' (next steps).

- Any written feedback should be completed in **green pen**.
- Every 3<sup>rd</sup> piece of work should be quality marked with next steps

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both the successes made against the learning objective and also the improvement needed against the learning objective. To do this, marking should indicate 'next steps..

### **'Next Steps'**

Indicate where the child has met the success criteria of the task and an area where some improvement can be made. A focused development comment should be made by the 'up arrow' ↑ to help the children in 'closing the gap' between what they have achieved and what they could have achieved. It may sometimes be appropriate to highlight the part of the work to be improved by underlining in green pen.

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 one of your own: He ran round in circles looking for the rabbit/ The dog couldn't believe his eyes'

➔ A sideways arrow pointing to the right indicates to the child that they need to do some follow up work here.

### **Marking with younger children**

It is anticipated that, as much as possible, marking is completed during discussion with the child. On the occasions when this may not be possible, the agreed marking symbols should be used rather than writing feedback the children cannot read. This also applies to children who may have difficulty reading comments. Ofsted say there is no need to annotate where verbal feedback has been given but a stamp when available or 'VF' annotation may be used where appropriate.

### **Shared marking – a useful strategy**

The class teacher may use a piece of work from a child (with their permission) to mark as a class. This strategy will be used to model the marking process and teach particular points at the same time. Another strategy that can be used, mainly with the older children, is to show the children two pieces of levelled work, with the same title, and discuss their differences – their successes and areas of improvements.

### ***Peer marking/ assessment***

Before the end of lessons, children should often (particularly in Years 5/6) be asked to mark work in pairs. On these occasions, the following points are important:

- Peer marking will be introduced verbally from the Foundation Stage through Key Stage One and will continue in Key Stage Two. This may be indicated with a stamp if available or with 'PA' for Peer Assessment.
- Children will be trained to do this, through modelling with the whole class and watching the paired marking in action
- Ground rules (eg listening, interruptions, confidentiality, etc.) will be agreed
- Children will be asked to point out successes and then suggest ways to improve the piece, but only against the success criteria.
- If the children are giving a partner written feedback, they must follow the teacher's marking as a model.
- If a maths activity is 'closed' e.g. solving addition and subtraction calculations, marking should be completed by the children at KS2 so that they receive immediate feedback on their successes (purple pen)
- Class teachers will encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (eg 'I think this sentence really shows how that character feels, what do you think?')

### ***Self-assessment***

Children will be encouraged to self-evaluate wherever possible. They will be asked to identify their own 'next steps'.

Children can also self-assess on a more summative basis by using the 'traffic light' system – colouring a small circle in red, yellow or green next to the Learning Objective to show their feelings towards their learning:

**RED** – Didn't understand fully, need help

**YELLOW** – Feel okay, might need more practice

**GREEN** – Feel really confident, ready to move on.

### ***Organisation***

- Marking done when the children are not there should be accessible to children and manageable for teachers. When work has been distance marked, time must be given during lessons for children to read and respond.
- In order for the marking to be formative, the information must be used and acted on by the children. They are expected to ask their teacher for clarification if they do not understand what has been written or how to respond to it. Younger children or children who find reading fluently more challenging should have marking comments read to them by an adult.

### ***HLTA/Supply Teachers***

- PPA/Supply teachers are expected to mark in line with the school policy, using the class teacher's previous marking as guidance. They will be given a copy of this policy that informs them of how work should be marked. If required, they should seek clarification.
- Supply teachers are expected to mark, where possible, on the premises, with accompanying assessment feedback notes made on the teaching plans. These will inform the class teacher of how the children progressed against the learning objective and also any necessary adjustments which should be made to the plans for the following lesson
- Supply teachers should initial the work they mark.

### ***Guidelines for the Presentation of Children's Work***

***All children should be reminded that all learning in books should be their very best effort and of the highest standard they are able to achieve.***

- Children should begin to write in pen when their handwriting is of the correct size, joined and fluent. All children will begin to write in pen at the start of Year 4 if they have not already begun to do so. Only **blue** 'handwriting pens' are acceptable. The use of biro, gel pens or black ink is **not** acceptable.
- Maths work should be completed in pencil
- Worksheets should be kept to an absolute minimum. If used, they should be trimmed to fit the book and stuck in whole, rather than folded.
- In Maths books children must be taught to put one digit or symbol per square to aid presentation and place value.
- All work should be dated. This should be written in the top left hand corner of the page or where the work is started. In mathematics and science type activities, the 'short' date should be used (06.10.16.) It is also appropriate to use this version when completing spelling tests, for example, or when making notes to inform writing.
- In Writing books, the 'long date' should be used (Friday, 6th October.)
- The title of the work must be written and this must be the learning objective of the task.
- All headings (date and learning objective) should be underlined with a ruler drawn pencil line.
- Wherever it is sensible, the children should be taught to fill each page. Rule off under a piece of work.
- Mistakes should be crossed out using one pencil ruler line. The use of rubbers is discouraged and they should only be used in maths and art. Incorrect arithmetic answers in maths books must never be rubbed out as they provide an insight into misunderstandings.
- Lines and diagrams must be drawn using pencil and a ruler.

Teachers' should do this by:

- ✓ teaching the correct style in formal handwriting lessons

- ✓ giving the children appropriate feedback when the lesson is focused on handwriting
- ✓ modelling the correct style/joins etc when writing on the IWB and WB and also when they write for display or on signs/notices
- ✓ modelling the correct style and standard of neatness when making written comments on the children's work

***Subject Specific Guidance – Literacy:***

- Ensure all Writing books have targets stuck in the front (current and next level).

***Policy Review***

This policy will be reviewed in full by the school staff on a biannual basis.

The policy was last reviewed and agreed in September 2016.

It is due for review in September 2018.

Signature .....

Head Teacher

Date .....