



CHRISTIAN MALFORD
Church of England Primary School

Challenge Motivate Succeed

CHRISTIAN MALFORD, SEAGRY AND SOMERFORDS' WALTER POWELL PRIMARY SCHOOLS

Marking and Feedback Policy

Approved by: Local Board

Adopted: 26th September 2016

Due for review: September 2019

Ethos

At Christian Malford, Seagry and Somerfords' Walter Powell Primary Schools we believe marking and feedback should provide constructive feedback to every child, focusing on success and areas for development against clear learning objectives and criteria for success. We want to enable children to become reflective learners and help them to close the gap between current and desired performance.

We believe that outstanding marking will:

- Lead to children understanding what they have done well;
- Ask the children what is good, why it is good and that this in turn can be articulated by the children;

We believe that outstanding feedback will focus on:

- The quality of children's work and not comparisons;
- Identifying strengths and ways in which work can be improved;
- Improvements and progress made since the last piece of work;
- Improvement not correction.

Linking this policy to our Christian Values, we want children to display the values of, diligence, kindness, tolerance, honesty and respect.

Purposes of Marking - Rationale

We believe that marking and feedback is highly important because it:

- Provides an accurate, informative and progressive approach for each child to build on their successes and develop crucial skills and knowledge;
- Primarily should focus on the individual child but also aids teacher understanding, assessment practice, records of progress and parental understanding of what their child can achieve;
- Recognises, encourages and rewards children's efforts and achievement, and celebrates success;
- Promotes dialogue between teacher and children;
- Builds a child's confidence in reviewing, improving and understanding their own work
- Informs successive planning, teaching and learning;
- Identifies and plans for children at all levels who need additional support consolidation or more challenging work;
- Is a known fact that effective marking and feedback is a strong contributory factor in raising attainment and progress;
- Supports the schools' values by raising the profile of diligence, kindness, tolerance, honesty, and respect.

Principles of Marking

Marking should:

- Be summative and formative in form (see types of marking for more feedback);
- Be constructive not descriptive;
- Consider the needs, relative attainment and ability of the individual;
- Ensure that children are learning something new in each lesson when assessed against learning objectives and success criteria;

- Aid teachers in their marking by focusing core feedback on the lesson objectives;
- Take the form of written, visual and verbal feedback;
- Be consistent across the school;
- Provide opportunities for children to self-assess, peer mark and develop their own reflective approach to their work.

Inclusion and Equality Statement

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement should be given the opportunity to reach their full potential in all areas of the Curriculum. Marking and feedback at Christian Malford, Seagry and Somerfords' Walter Powell Schools is tailored to the range of needs and abilities of each child. We also consider the summative assessment of children in various groups (gender, ethnicity, etc.) as part of our pupil progress meetings and plan accordingly should there be any gaps shown in progress. This is reviewed, evaluated and if necessary, modified at subsequent meetings.

A whole-school approach

In order to achieve a whole-school approach to marking and feedback, methods used should:

- Be consistent across the class;
- Developmental across the age-range;
- Promote high levels of confidence;
- Have high expectations from teachers and children;
- Not limit children's ability through circumstance, negativity or pre-conceived limits;
- Consistently applied by all those working with children in school, including long-term supply teachers, temporary and support staff.

Monitoring the Quality of Marking and Feedback:

The implementation and impact of the feedback and marking policy will be monitored across the curriculum. Monitoring of this policy is carried out as part of the remit of subject leaders and the senior leadership team.

Strategies for monitoring:

- Classroom observations with a focus on verbal and written feedback;
- Work scrutiny - samples of books or folders;
- Local Board link visits and discussions with pupils;
- Outcomes in books are reviewed against planning for the lesson;
- Pupil interviews and discussions;
- Monitoring of the quality of marking and feedback.

Types of Marking and Feedback

There are several forms of marking and feedback, all of which should be used and assessed against the learning objectives and success criteria set at the beginning of the lesson:

- Summative
- Formative
- Verbal

Summative Feedback/Marking:

Summative feedback will take the form of APP, tests and monitoring of books which will inform actions at pupil progress meeting level. This type of feedback usually consists of marks, ticks and crosses and is associated with closed tasks or exercises. Whenever appropriate, children should self-mark or the work should be marked as a class or group. Teaching assistants should not mark formal test papers or be asked to evaluate pieces of work in line with APP practice - it is a teacher's professional duty to provide this practice and much can be learnt from the analysis of children's work.

Formative Feedback/Marking:

Formative assessment should be marked by the class teacher during or as soon as possible after completion of the task. This form of marking should help children to understand their strengths and how to make further improvements and progress. At the end of a lesson, children will be invited to tick the success criteria if they feel they have met this. Teachers, as part of their marking, will then highlight the success criteria **green or orange** to show achievement or improvement, a **striped green highlight** denotes success criteria which is partially achieved. Any comments **must** be focused on next steps and relate to the learning objective/s set at the beginning of the lesson. However, showing a pastoral, praising side to children is important and therefore **stickers and stamps with 'well done', 'you're a star', etc. can be used when work is of a high standard.** Children will be given the opportunity to respond to comments before the commencement of the subsequent lesson. Children will use **purple polishing** pens to improve and respond to work so that their contribution can easily be seen. Where possible, teachers should mark work during the course of a lesson in order to make the task manageable for the teacher and give instant feedback to the child. Comments must be made in legible handwriting and appropriate in content to the age of the child, the child must be able to understand the comments. Teaching assistants should and can contribute to the marking of individuals and groups they have been assigned to for the lesson.

Verbal feedback:

Verbal feedback is recognised in studies to be equally and often more effective than written feedback. It has the advantage of being instant, quick and promotes an instant response. Verbal feedback is usually interactive and developmental. When verbal feedback has been given, a teacher will write a **'V' in the child's book with an orange highlighter, the date and an initial.**

Verbal feedback may be in the form of:

- A learning conference (discussion with a focus group);
- 1:1 focusing on a specific piece of work;
- Demonstration and modelling of the learning process and outcomes e.g. 'It might look like this' ;
- Sharing exemplar material before and after work is done or during the lesson through the use of overhead white board
- Effective questioning techniques.

Using questions:

A crucial part of verbal feedback involves the use of questioning to judge a child's understanding and to steer the learning process. Questioning can be the most powerful mechanism for moving learning on. Teachers frequently reflect on the types of question that are used ensuring that a wide range of questions are incorporated in their teaching including open questions which are often employed to guide and extend thinking, alongside closed questions which determine knowledge and understanding of content.

Effective Questioning Strategies

- Extend the wait time. Research shows the average time it takes for children to answer a question is 3 to 5 seconds;
- No hands up - teacher chooses so whole class involved; no children opting out;
- Jotting thinking on whiteboards or scrap paper and then share with class;
- Talking partners or groups;
- Focus on the response and not the child;
- Show a variety of wrong and right answers and discuss;
- Give a statement and ask children to agree and disagree, discuss;
- Respond neutrally - echo or 'Does anyone have a different idea?'
- Include 'Do you think?' questions ;
- Using a good range of types of questions See Blooms Taxonomy.

General Classroom Practice

- Feedback must be focused. Expectations of the lesson should be shared with learners as learning objectives. The learning objective will be displayed during the lesson and, if appropriate written in books.
- The learning objective needs to be broken down into clear manageable steps. These are the success criteria for the lesson;
- Teachers always mark aspects of the pupil's work which relates to the success criteria and therefore the planned learning objective;
- Written feedback should be legible and clear in meaning;
- When written feedback is provided, time will be built in before the start of the next appropriate session for children to reflect on the marking and to respond to it. This may be an interactive or questioning session or children may share and discuss their marking and 'next steps' with a peer partner;
- Giving children too many success criteria for tasks demoralises most children. The criteria given should be directly linked to the achievement of the learning objective;
- Spelling, punctuation and grammar should not be marked in every piece of Literacy work. It may be appropriate to set these specific requirements as on-going separate targets;
- It is essential to be specific about what is good or not so good when providing feedback. Statements such as 'well done', 'good', 'see to your punctuation' are vague, do not lead to progression, and do not meet the requirements of this policy;
- Marking must convey that a pupil's effort is valued - 'defacing' it by writing all over the work is demoralising and is not in the spirit of this policy;
- Supply teachers are expected to follow the guidelines within this policy. Please use **a green pen** so that regular class teachers can see that it has been marked appropriately.
- Where written feedback is used, children are expected to read comments made on their work and time will be made for children to reflect on or respond to the feedback by initialling comments as age appropriate;

- Sensitivity should always be shown towards children's work and their feelings about it and comments should be positive wherever possible. Developmental comments will be followed by suggestions or reminders for improvement in the next piece of work;
- Use of a child's name in a written comment personalises it;
- Sharing work with the whole class or with a focus group boosts confidence;
- The outcomes of written and verbal feedback will be used by teachers to plan the next steps for learning and to ensure that the pitch of work is appropriate;
- The difference between action points identified in feedback on a current piece of work (LO) and longer-term target setting needs to be linked e.g. "Rebecca - don't forget full-stops, question marks and capital letters. Check your targets".

Agreed Codes used at Christian Malford, Seagry and Somerfords' Walter Powell Schools	
(a copy of this should be displayed in each class)	
√	I have seen your work. In maths and comprehension questions this means the answer is correct.
Green highlighter	I have looked at your work and I like this part in particular because you have (make adjacent comment and/or link to Star comments below). You have achieved or partially achieved (striped green) the success criteria.
Orange highlighter	I have looked at your work and think you could improve this part/these parts by (make adjacent comment and/or link to star comments below). You have not achieved the success criteria.
Purple Pen	Pupil's comments, response to marking, peer marking and improvements.
W	'Wish' - main next steps' target, suggestions for improvement.
V	Verbal feedback given. Larger V than normal, mark in orange highlighter, encircled.
S/S+	Some support (S)/Significant Support (S+) given by Teacher or TA. Initials of adult helping should also be provided.
I	Independent work
PM	Peer marked
SM	<p>Self-marked</p> <p>Children will use triangles to help them self-assess their overall progress. A full triangle = fully understood, two sides of a triangle = partially understood and a single line of the triangle = requires more help. Teachers will match this marking with their own triangle to see if they agree.</p> <p>Children will place their self-assessed books in to a corresponding box at the end of the lesson so a teacher can quickly evaluate the overall impact of the lesson.</p>