

## Feedback and Marking Policy for Learning

### Purpose of the Policy

The purpose of this policy is to make explicit how staff will mark and provide useful feedback on children's work. We believe that marking and feedback should be accessible to the children whilst being manageable for the staff. Sharing feedback is regarded as a **two-way activity** and we aim to encourage dialogue (written or verbal) in order for children's learning to be developed. It is important that all staff are familiar with the policy and that it is applied consistently across the Academy.

### Marking and Feedback will:

- take place at the earliest opportunity, particularly if the next lesson builds on what has been taught.
- provide clear specific age-related feedback to the children, relating to the learning intention, curricular targets and success criteria
- praise achievement, but also provide clear advice and strategies for improvement and next steps for learning; so that children understand their achievement and know what to do next in order to progress
- inform future planning and group/ individual target setting
- be consistent across the school
- allow specific time for children to read, reflect and respond to the marking, acting on improvements and next steps
- Live marking can also take place in class. This not only reduces workload, but also enables the child to get more instant feedback and understand their next steps.

### Marking symbols that we use at Park:

I = Independent work

S = Supported work

V = Verbal feedback given (don't forget to comment or annotate especially in KS1)

.c = Correction needed

sp = Spelling

 = Target/next steps

√√ = Learning intention achieved

√ = Learning intention partly achieved

 = Learning intention not achieved



= 1 merit

### How will marking and feedback be given?

- Marking and feedback will need to be given in a variety of different ways depending on the type of learning taking place, the age of the child and individual children's needs.
- Work in books will be marked with written feedback being provided, though at other times verbal feedback may be more suitable. E.g. where younger children cannot read lengthy comments, or where you have worked with a group of children closely in the lesson and distance marking is no longer appropriate. Note the use of 'V' still needs to show annotations and comments (see below)
- Children will also be given the opportunity to assess their own and others' work and provide feedback to one another through peer assessment.

### Written Feedback

For writing tasks that the children complete, emphasis in marking will be focused on the success criteria and against the learning intention. It will identify successes within a piece of work and will offer next steps to encourage further progress. Adults will identify successes by placing a tick above one of the Success Criteria seen. On extended pieces of writing, the work will be close marked. This is where a short word or phrase will be written in the margin to explain the success is e.g. conjunction. Next steps will be identified with a star at the end of the piece of writing.

Secretarial features that are not part of the learning intention e.g. punctuation, spelling, grammar should be commented on as necessary, and noted for future teaching points, but will not dominate the marking unless they do in fact form part of the learning intention or success criteria.

Likewise, good presentation is expected and may be commented on after the learning intention and next steps for learning have been addressed. (see appendix - Handwriting and Presentation guidelines).

Where a large amount of adult input has been given in the lesson the Learning intention will be ticked, double ticked or dotted and the use of 'S' for supported will be identified clearly next to work. A 'V' will be used in order to identify the discussion had between the adult and child with a brief comment e.g. presentation or discussed conjunctions. An 'I' would usually be used where the work has been completed independently.

Maths work will be marked using ticks to show when work is correct. Where a misconception is made the symbol .c will be used to indicate that a correction needs to be made in the time given for the child to reflect on that piece of work. In addition to this marking, comments will also be made relating to the learning intention and success criteria for the lesson. Likewise, next steps for learning will also be suggested – these may form a series of extended questions, or questions to provide opportunity for reinforcement of the learning intention. Please note that ALL questions need to be acknowledged and a simple tick at the end of a series of sums is not acceptable.

### Written feedback will:

- be marked in green by class teachers and purple by other adults; support staff and supply teachers will also initial their marking
- make use of the marking symbols agreed by the school
- Offer examples and suggestions of what next steps and improvements could look like in order to assist the child with their progress and improvements.
- Modelling from the teacher will be seen in books when children have needed support

### Verbal feedback

At Park, we recognise the importance of children receiving regular oral feedback. Children of all ages need verbal feedback from time to time but this is particularly effective in the early years and KS1 where children may be unable to read written comments. The adult will initially talk to the child about how they have met the learning intention and the success criteria and then discuss a specific part of the work with them. This may be to correct a child's understanding or to extend their learning. When verbal feedback has been given, as previously stated, the work will be annotated with V, in addition to any written feedback that is given either at the time of the discussion or after the lesson. Adults should use this opportunity to record any comments the child has made about their learning particularly with reference to next steps or improvements that they feel they could make. When 'V' is used it should be supported by a brief comment or annotation.

### Self-marking/ paired marking – Peer Assessment

When possible, children will be given the opportunity to self/ peer mark their work against the learning intention and the success criteria. ***In order for this to be effective teachers will model the marking process at regular intervals*** and support this with written prompts and checklists for success criteria which will be referred to when marking. Adults will remind children of the symbols that are used throughout the school. (Marking symbols should be clearly displayed in every classroom) Children in KS2 will identify their successes using a green pencil crayon; they will underline 2 or 3 words or phrases that meet the success criteria. Where an improvement is to be made this will be identified using a purple pencil. This could be placed within the work where an improvement is to be made or at the end of the work. Improvements will then be made at the bottom of the page at the end of the work **using their usual writing equipment**, not coloured pencil. (see appendix for examples)

Where a child has peer assessed work, they must follow the same marking guidance for identifying successes and next steps. These comments can be written in books or on post it notes. However, for quality this process is has to be modelled to children.

KS1 children will be encouraged to self-assess against their learning intention. All children will place a smiley face next to the learning intention when they have completed their work and accompany this with the use of a tick, question mark and dot system. The children will discuss their learning with the adult and allocate a tick if they think that they have achieved without much support, a question mark if they feel that they need a little more support or a dot if they feel they need a lot more help from an adult. The class teacher will then place their own judgement next to the child's. Where observation sheets are completed, the children will verbally tell the adult their judgement which will then be recorded.

On entry to year one, the children will be expected to write the learning intention in the form of a brief title or printed on a label. As the year progresses, there will be an expectation for

them to also complete the date all of which must be modelled in line with the high expectation of presentation.

As children move into Year 2, they will continue to use the tick, question mark and dot system in order to self-assess. They will also begin to use peer assessment which in the first instance will be modelled as a whole class, then small groups until finally working in pairs. It must be noted that paired peer marking must only happen when the child reaches the appropriate level.

### Reflection time and Follow up

Children will be given time (usually at the beginning of the next related lesson after the teacher has marked the work or during morning registration time) to read the feedback that has been given and to make their response and improvement. In KS1 teachers need to provide a similar opportunity for discussion of work, sharing comments and making note of children's responses.

Adults must always acknowledge / respond to children's improvements at the next available opportunity.

### Editing in books

The different areas of editing

There are four main areas involved in 'editing' as this term encompasses a variety of processes that surpass the term editing, these include: drafting, revising, editing and evaluating. Editing focuses should be clear and consider the following

Drafting- creating a first attempt. Aspects of grammar may be neglected (not purposefully) so that concentration can be focused around the physical content of their writing as opposed to, spelling, punctuation and other skills that may not be used simultaneously. Presentation should still be a focus when drafting work.

Revision- pupil amend the composition and content of their writing to further evidence authorial intent or focus cohesion and sequences.

Editing- Amending, correcting or adding techniques related to a particular genre or standard written English i.e. apostrophes, marking of commas, use of adverbials.

Evaluating- The process of providing meaningful feedback that exceeds 'good, poor, incorrect' and instead allows a pupil to identify areas of development or particular parts that show a good understanding of authorial intent and text structures. This may come from the adult but as part of the editing process is most likely to come from self or peer evaluation and can be effective if used in a purposeful way.

e.g. You have used short sentences to create suspense

KS1- Most editing will come in the form of simple checks e.g. spelling rules, HFW, aspects of grammar e.g. capitals, exclamations, questions etc. and can be edited using green pencils

around the errors or improvement errors (words and punctuation in the coloured pencil). Larger edits can be made using strips of paper to edit a chosen sentence.

KS2- Pupils will be appropriately trained (in line with age expectations) to edit in a more focused manner on particular areas e.g. spelling. Multiple edits may take place. Smaller editorials may take place in the text (e.g. addition of commas, apostrophes) using a green pencil. Larger editorials e.g. addition of content, changes in phrases would be added on to strip of lined paper.

These larger edits are written in pencil to aid presentation.

## **Appendix:**

### **Expectations of Presentation**

General expectations of presentation:

- all books to be named and labelled correctly by the class teacher using the Park printed book label
- children's names to be typed in full on each of their book labels (Forename and Surname)
- no defacing to be seen on either the inside or front of books
- adults to be aware of their own handwriting and presentation when marking, following the school's use of cursive script where possible

### **Presentation in books:**

- All work must include a date and Learning Intention, and these should be underlined. If the children cannot date work, then the teacher should do so (the full date is to be written in ALL subjects except for maths where the short date can be used)
- Illustrations should be made in pencil
- Printed writing should be used to label diagrams, maps, etc
- All labelling should be horizontal, and a ruler used for any lines drawn
- Pencils should be used in maths books
- Once they have acquired correct presentation skills, blue handwriting pens should be used by children (not September 2016)
- Felt tip pens should not be used in children's books
- Erasers should be used sparingly and sensibly – children should be trained in their use. Instead a line drawn using a ruler should be put through any mistakes that are made
- Tippex should not be used in school

### **Presentation when displaying work:**

- All children's work on display should be mounted, (with the exception of work on the learning walls which are supposed to be examples of work in progress)
- All children's work should be named with just their Christian name (unless this detracts from the visual impact of the display)
- All displays must have labels to explain work – where possible add questions to stimulate interest. Some displays may include interactive opportunities
- 'Captioning' should be used when appropriate to put the display in context
- Boards should be backed and have appropriate borders

Marking codes



**I** Place in the margin next to the Learning Intention if the child has worked independently.



**S** Place in the margin next to the Learning Intention if the child has needed support.



Next to the Learning Intention if it has been achieved.



Next to the Learning Intention if the children are still working towards the L.I.



Within children's work to acknowledge that these elements meet the L.I.



To show that verbal feedback has been given. A short statement should also be made e.g. Capital letters.



To indicate next steps in learning

→ **C** Mistake



1 merit

