

Marking & Feedback Policy

Farmilo Primary School & Nursery

February 2022



Marking & Feedback Policy

Why do we mark and give feedback?

To improve learning:

- by informing the children how successful their learning has been
- by informing the children in detail how they can improve their work
- to identify strengths and weaknesses in learning which may be included in future planning
- To give children the chance to respond or act on marking/feedback

To support children to develop their own self-efficacy:

- So that they believe that they can achieve
- By thinking with a growth mindset
- So that they embrace challenge and become more resilient and perseverant

How do we mark?

- All work **must** be marked.
- The vast majority of marking should be completed and acted upon during the lesson so that instant feedback is given
- Give feedback relating to learning objectives and individual targets.

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- When marking:
 - make sure the children can read it or it can be read to them
 - make sure they can understand it
 - give set lesson time for children to read it and **respond** to it
 - Use the school's handwriting policy
- Marking needs to model good *Standard English* to inspire and motivate our children.

Quality marking - essentials

1. Quality marking and children's responses **must** be carried out weekly in one piece of writing each week. The marking grid will be used for this and will include the key objectives for the year group.
2. Highlight evidence of the children meeting the writing objectives in green highlighter and use a pink highlighter to identify a closing the gap prompt.
3. In an end of sequence piece of writing indicate one example (linked to the objective) where the child has to improve his/her work when he/she responds to the marking. Structure this comment using a prompt. Children should be given time to respond and make changes.
4. Symbols may be used as shorthand when marking, but pupils need to be clear about what they represent. These should be consistent across the school. (see appendix)
5. Marking and feedback in Maths should also include green and pink highlighting and should include a follow up task if necessary to develop the concepts further. This could be to extend children's thinking and completed through the DU/ DU+
6. Where photographs are used for evidence of learning, they should be supported with narrative comments linking to the objective.

The Role of the Child in the Marking Process



Marking and feedback is more effective when:

- it involves the child critically looking at their work during live marking within the lesson
- it involves the child in their own development working towards individual targets so time should be given to respond (guided sessions, thinking skills time etc)
- it also involves children being able to self-correct through the use of prompts

Our aim is to develop the children's independence leading towards taking an increased involvement in the marking and feedback process.

Paired and Peer Marking

Children should sometimes be asked to mark work in pairs. The following points are important:

- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided upon.
- Children should point out what they like first, and then suggest ways to improve the piece, but **only against the WALT or success criteria**
- Children can also check the objectives/ success criteria when feeding back about writing
- When peer marking children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Active/ Live Marking

Teachers in all year groups are encouraged to actively mark during the majority of lessons. This involves the teacher and the teaching assistant moving around the classroom and marking the learning which children have completed so far. This enables the teacher to identify any misconceptions and adapt the teaching within the lesson to address this. It also gives the child very quick feedback and they can make changes if necessary. This is vital in effective assessment for learning. It may also inform the planning of future lessons if it cannot be addressed within the current lesson. Instant feedback supports the children in developing self-efficacy through success and achievement within the lesson.

A positive approach

Being positive underpins our general approach to many issues. Consequently we celebrate improvements, extra effort, a step forward, etc. etc. with a range of concrete rewards. These include:-

- stars, stickers, certificates, dojo awards
- sending the child to the head or other members of staff for praise, special stickers
- fortnightly achievement award in assembly for excellent learning
- HT/ DHT Hot chocolate weekly award



Everyday marking across the curriculum

Not all pieces of work can be marked in such detail. Teachers need to decide whether work will given detailed attention or a simpler response. By the time our children reach the top end of school they are producing a vast amount of writing and maths. Teachers must strike a balance between quality feedback to improve learning and having sufficient time to plan, teach and assess.

The role of the Teaching Assistant

- The TA works alongside the teacher and marks work with the teacher during the lesson
- When covering classes the TA will mark the learning following the policy and feedback to the teacher
- When working with a guided group the learning should be marked and feedback given to the teacher

Monitoring of the Policy

1. Teachers are accountable for the marking in their class
2. Marking will be checked during book scrutiny at least termly by a member of the Senior Leadership team
3. Marking will be checked during lesson observations and learning walks
4. Marking will be checked during moderation and 'book looks' in phase meetings

Appendix

Marking to use when recording closing the gap prompts
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1. A reminder prompt

Most suitable for above average children, this simply reminds the child of what could be improved:

Say more about how you feel about this person

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder

Can you describe how this person is “a good friend”? *a question*

Describe something that happened which showed you they were a good friend *a directive*

He showed me he was a good friend when..... *an unfinished sentence*

3. An example prompt

Extremely successful with all children, but especially with average or lower ability children, this prompt gives the child a choice of actual words or phrases.

He is a good friend because he never says unkind things about me.

My friend is a friend because he is always nice to me.

Appendix 2 Monitoring Marking Prompt

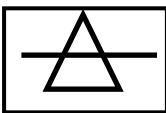
Aspect of Teaching	Impact of teaching on pupils' learning, attitudes and behaviour
• Is there evidence of pupils' written work having been marked? • Does the teacher plan the focus of the marking before marking commences? • Is marking focused tightly and exclusively on specific learning objectives, teaching points and assessment criteria wherever possible? E.g. if an aspect of letter formation is the focus, spelling may be ignored. • Are marking criteria made explicit to pupils? • Does marking identify clear targets for progress? • Is feedback given to the whole class following marking? • Does marking identify key strengths and key weakness in relation to learning objectives? • Does marking acknowledge specific gains in learning? • Is evaluation of progress in marking matched to individual level of attainment? • Is marking consistent with school policy? • Is there clear quality marking at the agreed frequency? • Is everyday marking supporting learning sufficiently? • Does marking promote good learning habits, e.g. pupils required to find correct spellings? • Is marking specific? • Does marking encourage pupils to self-evaluate? • Does marking inform future planning and provision? • Is marking used to inform future organisation e.g. to establish critical partner work by pupils sharing learning gains and outcomes? • Is feedback given to whole class following marking to reinforce teaching points? • Is language used in marking clear, unambiguous and consistent with pupils' own language skills? • Does marking praise extra effort and notice lack of commitment?	• Are pupils aware of the key points in marking? • Do pupils understand the focus of the marking? • Do pupils know marking criteria? • Do pupils have a clear ideal of what a good piece of work will look like? • Are pupils aware of any key rules for completing a good piece of work? • Does marking and feedback help pupils reflect on their work and analyse their own strengths and weaknesses? • Do pupils know how to improve specific aspects of their work? • Does marking lead to the clarification of targets? • Do pupils know that extra effort and lack of effort will be noticed in marking?
<i>Does marking indicate strengths and weaknesses and thereby support learning?</i>	

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Annotations/ Symbols

I or S	Independent learning or supported
	Full stop
	Capital Letter
	Finger space
	Think of a simple sentence
	Sound talk the word/ sound it out
	Time connective
	New paragraph
	Read your sentences back
	Check it again/ Re-read
	Neaten presentation
	Write on the line
	Word choices/ exciting vocab

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	Shrinking potion
	Letter formation
	Add a conjunction
RI	Requires intervention
II	Immediate Intervention
DU	Deeper Understanding

If symbols are used as closing the gap prompts they should be added to the next page as a reminder for the children