

## **Marking and Feedback Policy April 2016**

At Petersfield School we believe that marking and feedback are essential in the development of children's learning. It should be focused on praising the successes and targeting areas of development. All children should be encouraged to become reflective learners and receiving effective feedback will support children to close the gap between their current attainment and their desired attainment. Part of the feedback will include individual or group oral and written feedback from teachers and adults, and feedback from their peers. Every child should have the opportunity to respond to any feedback and take ownership of their work.

### **Marking and feedback has 3 purposes;**

To help pupils;

1. Understand what they have done well
2. Understand what their goal is, where they are now (simple errors or misunderstanding or ready for a challenge) and understand how to close the gap between these two positions
3. Make visible signs of improvement as a result of feedback.

### **Notes:**

*To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.*

*To ensure all pupils understand how to improve different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.*

*Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.*

Marking and feedback should:

- Be manageable for teachers;
- Relate to learning objectives and success criteria which have been shared with the children;
- 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;
- Take account of the child's prior learning;
- Respond to individual learning needs;
- Inform future planning and individual target setting;
- Be carried out as soon as possible after the work has been completed;
- Start a conversation between teacher and child;
- Be clear, legible and readily understood by the children;
- Use consistent codes throughout the school; (see Appendix 2)
- Be seen by the children as positive in improving their learning;
- Encourage and teach children to self-mark, peer assess and peer mark wherever possible.

## Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

## Strategies

### Date

- Date should be recorded at the start of all work and underlined.
- Lower down the school, the most appropriate way of recording the date (18 or 18.10.15 or Sunday 18<sup>th</sup> October 2015) will also be selected depending on subject (generally short date maths, long date English) to facilitate time to work.

### Learning Objective

- All LOs will be 'Can I?' statements (including a ? to end) – these will be answered to the right of the Can I statement with either:
  - **Yes**
  - **WT** (working towards / with support)
  - **A** (absent if work already stuck in and not completed)
- LOs can include practical apparatus to show the varied learning experience e.g. "Can I add using numicon?"
- Lower down the school, a single word title (eg adjectives) may be recorded to facilitate more time to work.
- To the right of the LO, the children are to draw a smiley face (circle with 2 dots for eyes and line for mouth, max 1 cm square) to explain how they feel about their achievement and should be encouraged to indicate why they have responded in this way (it was too easy, I wanted more of a challenge, I enjoyed this work etc.).
- The level of support will be indicated in the margin to the left of the LO. Work is independent unless otherwise specified by:
  - **T**-Teacher,
  - **TA**-Teaching Assistant,
  - **P** – Paired/Peered
  - **I** – should only be used if the work is initially T /TA/ P and becomes independent after the initial support

### Success Criteria

- Success Criteria will be recorded as one word under the Learning Objective.
- Pupils should respond to their work by identifying what they can do (attainment) against the Success Criteria.


### Capturing Learning

- Learning can be captured in a variety of ways including
  - Written work
  - Photos
  - Whiteboards photocopied
  - 'Whiteboard paper'
  - IWB capture
  - Commentary stickers

## Highlighting

- **Pink highlighting** (tickled pink) indicates areas of achievement. This should be linked to the objective and the subject (e.g. R.E.). For example, the word adjective could be highlighted in the LO / SC and then a good example highlighted in the work without need for explanation as pupils should know that pink indicates what they have done well and that this links to the objective. Where additional positive things have been identified – for example spelling words etc – a short explanation for the tickled pink should be recorded.
- **Green highlighting** indicates areas to improve. This should be linked to the objective and the subject. An area of the work can be highlighted. This may be sufficient for the pupil to look again – eg in maths where an incorrect answer is highlighted in green to revisit. Where this is not enough of a prompt – for example a grammatically incorrect sentence highlighted in English - at the end of the work a green dash and a prompt to support the pupils' next steps should be written. Prompts can take the form of (questions, instructions, discussions, diagrams, coaching). See Personal attributes and Types of marking in appendix 1.
- **Yellow highlighting** indicates Non-negotiables. These should be age appropriate and relate mostly to presentation.
- **Yellow (NN) and green (corrections/next steps) highlighting** should be age appropriate and not disheartening – a comment could be added to indicate a recurring problem rather than highlighting every example.

## Feedback

- Where verbal feedback is given for pupils' recorded work, **VF** should be written at the end of the piece of work next to the margin. It is often appropriate to use 'key word marking' to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.
- Where pupils modify work following feedback in lessons they should use a purple pen to show the immediate impact.
- **"Look here"** or  eye drawn to prompt pupils to focus on a particular point.
- **WW** code used to indicate that a pupil will be working with the Teacher / TA to follow this up in the next lesson if a significant amount of pupils have produced most work that is incorrect.

## Other

- Commentary stickers can be used to record oral contributions and explanations
- Question numbers in maths should have a circle round them so they are not considered as part of a calculation.
- No doodling, scribbling out or boxes around work.
- Rubbers to be used only under teacher direction eg for diagrams.

## Marking Expectations

- All work should be acknowledged and marked during or soon after the work, ready for the next lesson.
- In depth marking is required at least weekly.
- Generally, the expectation is that each piece will have non-negotiables and corrections identified, highlighted pink achievements and an area for growth (green) highlighted. Next steps need to be manageable – to be completed independently, in a couple of minutes.
- Spellings – unless a very specific circumstance, a maximum of 3 words to be identified and the children need to respond using the words correctly.
- Time should be scheduled for the child to respond regularly at the start of each lesson to all yellow or green marking.
- Any pupil editing or feedback is to be completed in the purple pens. Pupils must not over-write answers, but should add their corrections at the bottom of the work or next to the correction if space allows. Pupils may tick a comment, but should not write thank you/ok.
- Where teachers intend to follow up an aspect of the work at the start of the next lesson with the whole class and get pupils to complete next steps as a class, it is acceptable to record **VF** as this will be provided to all pupils.
- Once a response is complete, staff comment or tick should acknowledge this to complete the feedback marking.
- **All** tasks set for the pupils following marking **MUST** be completed in a reasonable timeframe after the work.
- Where a pupil has not made corrections, this must be highlighted (NN yellow) and corrected in the next session.
- Job share teachers must agree a consistent way of marking and ensuring all feedback /next steps are completed.

### Paired Marking;

- Paired marking is introduced towards the end of Key Stage One, unless teachers feel that younger children are particularly ready for this.
- Children need to be trained to do this, through modelling with the whole class. Teachers should model the marking out aloud for the children to observe. It is vital that we use this type of marking to enable children to become effective at self and peer marking.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) need to be established with the class.
- The children should highlight 2 areas that are good and 1 next step.
- A dialogue between children is encouraged rather than taking turns to be the teacher. They should discuss each other's work together (e.g. 'I think this bit really shows how the character feels, what do you think?').

**Remember that you are looking for visible evidence of the impact of your marking.**

- If the same comment is being written again and again then the impact is low as the same comment is relevant again.
- Do pupils know what to do to improve?
- Where is the evidence of this improvement?

## **Appendix 1**

### **Personal attributes**

You might also need to include personal comments to help children achieve

- Don't give up
- Try new things
- Work hard
- Understand others
- Concentrate
- Push yourself
- Imagine
- Improve

### **Types of Marking**

- Challenge (Now can you tell me more about....)
- Reminder (What should you include in the setting of your story? Can you think about this and add more)
- Steps (instructions – first go and check that you have included a sentence about the setting, then see if you can add a little more detail about what you can see)
- Example ( Put this sentence into your story here \* to improve the description of the setting)


### **Checking on progress in the lesson**

- Flagging
- Pounce and bounce
- Tell me
- Show me
- Number check
- Traffic light spots for progress during lesson

## Appendix 2

This consistent approach is to be explained to pupils as at 25<sup>th</sup> April 2016 and used going forward by all staff.

### Marking and Feedback – what this means to help you improve your work.

WT	You have not yet achieved or are working towards your Learning Objective
Yes	You have achieved your Learning Objective
A	You were absent for this work
T	Completed with Teacher support
TA	Completed with TA support
P	Completed with Paired or peer support
I	After initial support, completed independently
	'Tickled Pink' achievements
	'Green for Growth' next steps
	Non-negotiables
	'Look here' to correct or improve your work
/	You should leave a space here between words.
.	You need to use a full stop here.
A	You need to use a capital letters to start sentences here.
^	You have missed out a word here.
VF	An adult has talked to you about this work.
WW	An adult will work with you in the next lesson
■	You have made a mistake. What can you do to correct it?
sp	You have made a spelling mistake. Look cover, write and check the word at the end of your work 3 times. Can you spell it correctly next time?
	All teachers mark in their own colour to show you who marked your work. Your work will be marked in red if it is not a member of school staff. They will initial your work. If you do not know who has marked your work, please ask your teacher.
Stickers and Team points will also be used to recognise successful effort and work.	