# ST UNY
# C of E
# ACADEMY

## Marking and Feedback Policy

## Reviewed:  January 2018

# Marking and Feedback Policy

## Rationale

To ensure that all children have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and improvement.

## Aims
- To ensure children progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children.
- To have a consistent approach that measures school progress against national standards.

## Principles

Marking of children's work can take different forms and involves both written and verbal feedback.
We endorse the following principles of effective marking and feedback:

- Whenever possible teachers should provide individual, incisive, verbal feedback to children.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and children that addresses errors and misconceptions at an early stage.
- Marking and feedback should be linked to learning intentions/ objectives/ success criteria / targets/ILPs/PLT skills.
- Teachers should look for strengths before identifying improvements when marking work. (Two stars then a target)
- Children should be given response time to read, reflect and respond to marking and feedback.
- Children should be encouraged and taught how to mark, self-evaluate and peer-assess.
- Feedback and marking practices and procedures should be in line with the school policy on assessment.
- The outcomes of marking should be used to inform teachers judgements concerning children's progress and to inform teacher records and reports.
- Feedback should inform children about how to improve on previous work (purple response) and how to succeed with new learning (target).
- Stakeholders, such as parents and children, should have the academy marking and feedback procedures explained clearly to them.
- Regular supply staff and Teaching Assistants should all receive training in the school feedback and marking policy and follow it.
- Marking and feedback practices should be manageable and consistent.

## Monitoring and Evaluation

A review of samples of work is carried out on a regular basis by the SLT and curriculum co-ordinators, to monitor the implementation of this policy. The SLT findings are shared with staff individually in the form of a written report and common areas of strength/development are shared at staff meeting verbally. In some of these monitoring sessions, staff are invited to evaluate their own marking and feedback alongside the SLT to facilitate an improvement dialogue.

The performance indicators will be:

- improvement in children's achievement, progress and attainment
- consistency in teachers' marking across phases
- participation of children in the learning and improvement process

## Special Educational Needs

- In marking the work of children with special educational needs, teachers assess progress towards each individual's targets
- Children receive verbal or written feedback in accordance with their ability
- Children are encouraged to recognise their successes and supported to make improvements
- The level of support required to complete any written work is annotated by the Teaching Assistant or Teacher (S or G)

## Equal Opportunities

The marking and feedback policy and procedures encourage the practice of inclusion for all.

## Quality Assurance

The SLT involve all staff in regular work scrutiny where the quality of feedback and marking is discussed and evaluated. The hub councillors are regularly updated through meetings and reports. Hub Councillors, parents and Aspire Academy Leaders have opportunities to view children's work throughout the academic year.

## Marking and Ofsted

The following guidance is taken directly from 'Ofsted inspections – clarification for schools' (March 2015 No 140169) At St Uny C of E Academy we follow these principles.

## Pupils' work

Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

While inspectors will consider how written and oral feedback are used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.

If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

## Marking and Feedback Guidelines

'It would be impossible, impractical and unmanageable for every piece of work to be used for formative assessment and 'quality marked'. Teachers will need to decide which pieces of work to give detailed attention and which they are simply going to acknowledge'

*Shirley Clarke 2001 'Unlocking Formative Assessment'*

- Oral feedback is the most powerful. Teachers should create as many opportunities for this as possible
- For every piece of written work, in any subject, the learning objective is highlighted during the marking process. Pink indicates that the objective was not met, yellow indicates that it was almost met, green is used if it was met and blue highlighter shows that it was exceeded
- Children's work is marked in green pen as soon as possible after completion, and, if possible, in the presence of the child
- Feedback relates as much as possible to the lesson objective/ success criteria of the curriculum focus
- Comments are succinct and accessible to the child. In Key Stage 1 written feedback will often be brief, with a significant proportion of feedback being oral
- In focused marking teachers point out successes and points for improvement. We use stars and a T for target.(Wish for next time).

- T is used to signify a 'target.' This is something the teacher would like to see in the NEXT PIECE OF WORK.
- R is used to signify a 'purple response' comment which means the teacher would like the child to improve the CURRENT PIECE OF WORK or a challenge to take the learning further.
- For feedback to be effective time for children to make improvements/responses is planned for. Teachers manage this within lessons as well as in follow-up sessions using 'purple response' time.

## Types of marking

**Learning Objective –** The learning objective must be highlighted for each piece of work to give a quick, visual indication of whether the child has met the objective. Blue for exceed, green for met, yellow for almost and pink when the learning objective has not been achieved at all.

**Acknowledgement marking -** this may be a tick and is used where considerable oral feedback/guidance has occurred in, or after the lesson. This should be accompanied by a written VF to confirm that children have received verbal feedback. If a teacher who is not the usual marker is marking the work they will initial it.

**Self-marking** – children mark their own work. Spellings, mental mathematics are obvious examples but teachers find opportunities in other contexts. The emphasis is on children addressing their misconceptions as well as providing opportunities for early teacher intervention. Children self-evaluate their progress using a pencil dot next to the LO if they feel they have not met the objective, a slash if they feel that they are working towards and a tick if they feel they have met the objective. If they then use response time to improve their work, they may amend their initial personal progress feedback using a purple pen/pencil.

**Peer-marking** – when appropriate (and after considerable modelling), children mark a partner's work. Initially the focus is on children identifying the strengths. Peer-marking should be well rehearsed so that children understand they are marking against the learning objective.

**Quality Marking –** This entails giving focused comments, relating to the lesson objective and success criteria, in order to 'close the gap' between where children are and where they could/should be.

Highlight or star, in green, 1-3 places where the lesson objective has been successfully met (3 stars). Place a star in the margin for each comment. You may wish to highlight in green the areas you are celebrating.

Indicate a place for improvement in writing below the child's work for their **next piece** (a target). Place a T in the margin for this comment. Give a prompt or challenge to support improvement and/or extend thinking when they tackle their next piece of work.

In purple pen, use an R with a circle round it (for response) if you wish them to edit previous work and include a comment to guide them on how they might do this. R may also be used to enter into a dialogue about the learning such as to pose a question to deepen thinking. E.g. Why do you think he chose to act in that way?

| **Reminder prompt** | **Scaffolding prompt** | **Example prompt** |
|---|---|---|
| Describe how he is a good friend **or** How?<br><br>(**reiterating the objective**) | Give an example that shows this person is a good friend<br>**or** Describe something that happened which showed you they were a good friend.<br>**or** When I play football with him he… | Choose one of these or your own.<br>*He is a good friend because he never says unkind things about me.*<br>*He always listens to my ideas.* |

<u>**Reminder - Key principles**</u>
**For all work:**

The lesson objective on **every piece of written work** should be highlighted using pink, yellow, green or blue to indicate needs more help, almost met, met or exceeded.

Teachers and TAs mark in green biro pen and purple biro for purple response. Pupils respond in purple pen once they have a pen licence.

**Response Time** - Time is given to make the improvement. e.g. at the beginning of the next session or at a separate time created in the timetable. Teachers use the time to reinforce the skills being taught. A purple pen should be used by the teacher in the book to write a letter R with a circle around it, prior to giving or responding to improvement comments.

## Marking codes/symbols

*VF*

*Verbal feedback*

| | |
|---|---|
| **Sp** | **Spelling error** |
| **G** | **Guided (significant support)** |
| **S** | **Worked with some support** |
| **Initials** | **Not the usual class teacher** |
| **\|\|** | **New paragraph** |
| **_____** | **Use a pencil line to cross out error using a ruler** |

The above principles apply to all subjects.
However, in some, such as P.E. outdoor learning and music, feedback will be predominantly verbal.

Care should be taken not to over-mark. Only key spellings, appropriate to the National Curriculum age related expectations and common exception words are marked within longer pieces of work.  Spelling inaccuracies are always addressed as part of our teaching of spelling and teachers add common inaccuracies to their planning.

## Maths

Effective marking in mathematics differs from marking in English.
The emphasis is on children explaining their thinking and reasoning.  Less is more! Time devoted to reasoning rather than endless pages of calculations is more productive in moving learning forward.

- Marking is not about giving ticks and totalling marks. The focus is on mastery, accuracy and identifying misconceptions.  It is not for counting the success rate out of 20
- Children must move on to the next step as soon as the teacher can see that they have mastepurple the current challenge and tasks can then be marked alongside the child
- Dots are used to point out errors
- The lesson objective is highlighted for quick, visual clarification of success, as in other curriculum marking
- As much marking as possible is done in partnership with the children e.g. -  marking their own work  eg. mental mathematics

- discussing answers within a group
- guided marking with teacher/teaching assistant
- Prompts are given to children to help them overcome their misconceptions. (see Appendix 1 – 'Examples of marking mathematics')
- Where children have no misconceptions, teachers provide a 'challenge' to broaden and deepen learning. This may be a reasoning or application task. It should not be an attempt to practice a higher stage/age related task and should not be more of the same calculations that the child has already demonstrated that they are secure in.
- As in all subjects, response time is given to amend errors or undertake the challenge.

# Appendix 1

## Examples of marking mathematics

**Q** A beetle has 6 legs and a spider has 8 legs. How many legs do 4 beetles and 2 spiders have in total?

**A** 40

In this example the child has provided the desired answer but a correct answer does not always demonstrate understanding. How was the answer achieved? What processes did the child go through? Was the answer copied?

**Teacher response:**
Well done – spot on!

Ask the child to explain to the class/group/another child how to work out the answer. Provide related examples which present greater challenge so that the child will need to make notes of some sort in order to arrive at the correct answer.

**Q** At the Cross Country Championships, 78 schools each sent a team of 6 pupils.

How many children took part the Cross Country event.

**A** 
$$
\begin{array}{r}
7\ 8 \\
\times\ \ 6 \\
\hline
4\ 2\ 8
\end{array}
$$

**Teacher Response:**

Nearly! You have identified the correct operation. What have you forgotten?
Can you check using the expanded method?

```
    7 8
  x   6
```
70 x 6
8 x 6
_____

This response is designed to take the child further in his/her understanding. It offers further tips and advice on how to approach a task

[box]

**Q**  60 children, aged 9 and 10, entepurple a fancy dress competition. One quarter of them came as witches. How many children wore a different costume?

**A**  ¼ of 60
½ of 60 = 30
½ of 30 = 15

**Teacher Response:**
This comment is asking the child to reflect – promoting thinking skills.
You're half way there! Look back at the question. Have you answepurple it fully?

[box]

**Q**  Find the perimeters of the following rectangles.
**A**  Child has completed six examples correctly.

**Teacher Response:**
This comment celebrates success and provides additional challenge.
Excellent work! Can you find the perimeter of a square with sides of 7cm?

[box]

**Q**  How many different 2-scoop ice cream cones can be made with strawberry and vanilla flavours? What if there were 3-scoop ice cream cones? 4-scoop?

**A**  Child has worked systematically to find the right combinations and correctly ppurpleicted how many different cones there would be for 5 - scoop ice cream cones.

**Teacher Response:**
The child is encouraged to explain and communicate his/her reasoning.
Good systematic working. How and why did you make your ppurpleiction?

[box]

**Susan Costello**
**Aspire Director**