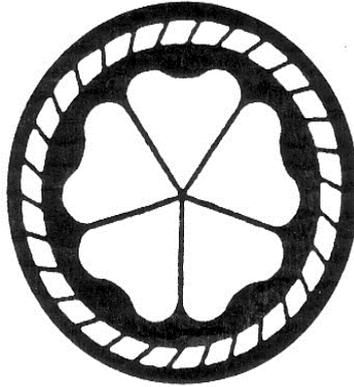


# **Great Bardfield Primary School**



## **Marking and Feedback Policy**

<b>Shared with Staff:</b>	<b>January 2020</b>
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# GREAT BARDFIELD PRIMARY SCHOOL

## Policy for Marking and Feedback

### Introduction

This policy has been written taking into consideration the report of the Independent Teacher Workload Review Group, which published their report 'Eliminating unnecessary workload around marking' in March 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf)

**THIS DOCUMENT IS** a statement of the aims, principles and strategies for marking and presentation at Great Bardfield Primary School.

### Policy Statement

Improving learning through assessment is aided by the provision of effective and constructive marking and feedback to every child. It focuses on success and improvement and enables children to become reflective learners. Marking and feedback is an important aspect of the formative assessment of individual children's progress and achievements and aids the setting of future programmes of study and targets. It enables teachers to identify and share with children what they need to do in order to improve their performance. It is an interaction between pupils and teachers, which can be achieved without extensive written dialogue or comments. The primary aim is to drive pupil progress and marking will be judged not by quantity of written feedback, but by the extent to which pupils improve.

### Aims

Marking and feedback should:

- Show we value children's work and raise a child's self esteem
- Give recognition and appropriate praise for achievement and progress
- Be seen by the children as a positive way of improving their learning
- Encourage children to have a Growth Mindset
- Give clear strategies for improvement
- Inform future planning and target setting
- Relate to the learning intentions, which need to be shared with the children
- Be regular and frequent
- Be manageable for teachers
- Use consistent codes throughout the school which are accessible to the children
- Involve all adults working with the children
- Allow time for children to read, reflect and respond to marking where appropriate
- Encourage and teach children to self-mark or mark their peers' work when appropriate

## Implementation

Wherever possible, marking and feedback should be related to a clear learning objective which develops key skills. This is shared with the children and children are given a choice about the level of challenge they would like to work at.

At Great Bardfield Primary School we use marking grids which children stick into their book.

These boxes indicate the task that is being completed and the Learning Objective.

The Subject that is being taught and the number of the lesson

The lesson outcomes-children choose their level of challenge and are moved up in the lesson if they achieve the objective. This is how progress is shown.

Pupils (P) and Adults (A) tick the box in PURPLE if the child has reached that outcome. They will put WT if they are working towards it and WS if they have had support. The box will be blank if the child has not yet worked on this outcome.

The grid above is used for all subjects apart from Reading Comprehension.

✓ If skill achieved	Skill	Question
		1. Who has given Jim his name?
		2. Why do you think Jim has had to be given a name and not had one of his own ?
		3. Why can't Jim believe his luck is in?
		4. What do you think Jim's special story could be?
		5. How is the fire kept burning in the big room?

## Reading Comprehension Grid

Spelling, punctuation and grammar may not be fully marked in every piece of work although children's attention will be drawn to poor presentation during a lesson and children will be encouraged to use a dictionary to check spellings. At the end of a piece of work children are expected to check their work reading it through it and looking for mistakes.

Marking and feedback should be carried out during the lesson while the children are working giving next steps and moving children on or as soon as possible after the work has been completed so that children can act on next step improvements.

Any written marking should be clear and legible and done in accordance with the agreed marking keys.

**All adults** who work with the children should use the marking keys and give verbal feedback using verbal feedback stamps and a brief comment so that children know what they have to do next to improve.

Marking keys should be discussed with children and displayed in classrooms so that the children know what they mean and what they have to do to improve their work.

Pink Pen should be used for improvements which need to be made and next steps. Purple pen is used to praise a piece of work and say why a child was successful.



Pink for think and



Purple for Praise

When children are Peer Marking they use a coloured gel pen which is not pink or purple.

## **Give recognition and praise**

Focusing on the positive side of a piece of work will promote self-esteem.

A particularly successful piece of work may be awarded with stickers or house points.

Quality work may be celebrated and shared with the class. It may also be taken to the Headteacher or other adult for special recognition and may be shared in Celebration Assembly.

We try to display as much children's work around the school as possible to celebrate achievements and model good standards of presentation.

## **Give strategies for improvement**

Through discussion, children need to be made aware that marking is a way to help them improve their learning and develop a Growth Mindset.

Work should be marked sensitively and with discretion and children should be expected to assimilate a limited number of corrections at one time. Verbal feedback is the best way to mark a child's work with clear next steps that they can act on to show progress in the lesson.

Marking comments should be in a language that the child understands and should vary according to age and ability.

## **Allow time for reflection**

When work has been distance-marked (after the lesson has finished either at the end of the day or the following day at the latest), teachers must allow some time when returning the work for the children to respond to the marking by reading through the work and/or correcting mistakes.

When children respond to marking they should use a green pen. Children are encouraged to reply back to their teacher so that a dialogue is created. Children should make any corrections and initial the teacher's comment to demonstrate that they have read it.

When children are Peer Marking they should use a coloured gel pen.

Children should always be given reflection time when they are engaged in Peer Marking so they can show that they value their partner's thoughts and opinions.

## **Different types of marking and feedback**

Marking children's work can have different roles and purposes at different times and can involve both written and oral feedback.

### **Summative marking and feedback**

Closed tasks or exercises can be marked using ticks or dots giving children opportunities to go back and correct their work where possible.

This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning. Errors in handwriting may be circled and a correct example should be copied at the end of a piece of work.

When appropriate, children should self-mark in class or group session.

### **Formative marking and feedback**

**Verbal feedback** can take the form of:

- Discussion between the teacher/ adult and the child/group/class while the work is being carried out
- Discussion between the teacher/ adult and the child/group/class when the work is completed or returned

Common errors can be addressed during a whole class/group session rather than individually.

### **Written marking and feedback**

All marking needs to be manageable for the teachers and meaningful for the children. It is important that the teacher reads the work either in the class or at a distance. Comments may not be necessary, provided that feedback is either given to the children individually, as a group or as a whole class. Stickers may be used to reflect a teacher's global response to a class piece of work.

### **Marking Key**

Marking codes save time and give a consistent approach throughout the school.

The children should be familiar with the marking key.

It should be clearly displayed in the classroom and is shown in Appendix 1.

## **Quality marking: focusing on success and improvement**

### **1. Showing success**

The teacher finds the best places in the child's work that link with the learning objective and makes a brief comment in purple pen.

### **2. Indicating improvement**

The teacher uses a pink pen to indicate precisely where the work improvement could be made and offers a next step with a brief comment. If verbal feedback is offered adults use verbal feedback stamps to indicate when a next step improvement is given.

### **3. Giving an improvement suggestion**

The teacher writes down or verbalises an improvement suggestion to help the child to know how to make the specific improvement. There are three types of improvement prompt, each linked to an area of improvement:

- Reminder (reminding the child of the learning objective);
- Scaffold (providing examples of what they need to do);
- Example (giving exact sentences, words or phrases to copy).

With young children and for some children with special educational needs marking is mostly verbal.

### **4. Making the improvement**

At the beginning of the lesson, learning time should be given for children to read any successes and improvement suggestions and to make their improvement (total maximum time needed should not exceed 10 minutes). While children are making their improvements, time is then generated for the teaching assistant or additional adult (if available) to support specific children with making improvements.

### **Self-marking/self-evaluation**

Children should self-evaluate using the traffic light system at the beginning and end of each piece of work.

Children are taught from Foundation Stage Class to identify their own successes and also to look for improvement points.

At times, the plenary may be a good time to carry out these activities.

### **Paired marking**

Key Stage Two children should be introduced to paired marking to encourage them to discuss each other's work together.

### **Adult support**

Work should be marked to show the level of support needed and any adult help that has been given.

Excellent presentation is expected in every piece of work and children will have verbal feedback in a lesson which reflects any next steps they need to take to improve their work.

## Appendix One

Great Bardfield Primary School have

- another think about this
- ✓ correct, a good point
- | finger spaces
- Ⓐ capital letters
- ? I do not understand this
- ^ a word is missing
- 👉 spelling mistake
- ⊙ full stop or other punctuation mark
- vf verbal feedback
- / new line
- // new paragraph
- I independent work **WS**  
a little support given
- TA** fully supported
- 👉 Next Step in learning

Purple for praise

Pink for think

