

MARKING AND LEARNERS' FEEDBACK POLICY

Overview:

At The Brow we will ensure that children get the maximum benefit from their education through an entitlement to regular feedback from staff, to enable them to understand their progress and achievement and what they need to do to improve. The methods used for marking work will primarily be formative in nature and applied consistently throughout the school and linked to policies for learning, recording and reporting.

Marking should be clearly reflective of the approach to "Raising Standards Through Classroom Assessment" that is detailed in the 2001 education paper "Inside the Black Box" by Black and William, which argues that given that 'learning is driven by what teachers do and pupils do in classrooms', that teaching (including marking) and learning have to be interactive...and that formative assessment, 'is at the heart of effective teaching'.

Objectives:

- To standardise the marking procedures used throughout the school and ensure a consistent approach.
- To use formative assessment to raise standards of pupil attainment, increase rates of progress and provide positive and constructive feedback.
- To further the teacher's awareness of the child's current stage of development and identify next steps for progress.
- To give children accurate feedback on their progress and achievement.
- To promote a positive self image for children, in accordance with the school aims and through this encourage them to value and take pride in their work.
- To celebrate and reward children's achievement and progress.
- To agree and set challenging targets for improvement.
- To enable children to self evaluate their work and have an input in target setting.
- To provide evidence for assessment, recording and reporting.

Strategies:

1. General

- Marking must be completed as soon as is reasonably possible after a piece of work has been undertaken.
- Written feedback (in English, Mathematics and Foundation books) will include:
 - ⇒ **two positive comments ~ written in pink**, recognising something achieved;
 - ⇒ **and one constructive comment ~ written in green**, indicating possible next steps for learning.
 - ⇒ Where positive comments are made about achievement, examples in the child's work should be highlighted in **pink**, where appropriate. For example: "Excellent use of connectives" ~ connective highlighted in child's writing.
- Corrections ~ spelling, digit, grammar etc will be written in black ink.
- All marking must be completed by teachers. If a TA is to inform marking they will mark and initial on a post it note which will be added to pupil's work.
- Supply teachers must be informed of the mark scheme either by being given a copy of the policy or through classroom display.
- Supply teachers must indicate that they have marked a piece of work with a signature and "supply teacher".
- Written comments are not necessary on every piece of work, but must appear regularly throughout each child's book and be consistent with the guidance in this policy.
- Marking must be consistent throughout school but age appropriate for individual understanding.
- There needs to be an indication whether the work has been completed independently, with teacher or teaching assistant support.
- Mark correct with a tick; mark correct with a cross.
- A consistent set of symbols will be used to indicate corrections, must be explained and shown to pupils and displayed in classrooms.

2. Teachers

- Teachers' comments and the marking of work will provide clear and easily understood feedback and encouragement for children in relation to the learning goal/objective.
- Oral feedback should be used frequently and should be given as the child is engaged in the learning process, rather than later and/or during the next lesson.

- If verbal feedback has been given to a child this must be annotated on the work to indicate assessment and verbal marking has taken place (e.g. “verbal feedback given”).
- Feedback and marking will celebrate and reward success and tell children constructively what they need to do to improve; they will also result in clear targets being agreed for improvement.
- Teachers will try to give feedback and mark during lessons when children are present.
- Stickers/tokens or appropriate stamps and other tangible rewards should be given to celebrate achievement and progress.
- The teacher’s marking should set an example; comments should start with a capital letter and finish with a full stop; any mistakes should be deleted with a straight line.
- If possible, the child should be given the opportunity to participate in this process so that there is a shared perspective.

3. Children

- Children should acknowledge that they have read the comment(s) with a reply, a tick and their name/initials.
- Children must be given time to read comments and make corrections (at a recognised time e.g. when they are given their books back, first thing in the morning, registration in the morning or afternoon).
- Children must ensure key vocabulary (words displayed on the board) e.g. date, title, learning objective and any given words are correctly spelt. If such mistakes are made the teacher must instruct the child to correct them.
- The presentation of work must always reflect the potential of the child and must be challenged and then improved if this is not the case.
- Peer marking and self evaluation and assessment are also valid forms of children assessing their own learning, but the children must sign the work and the teacher must annotate “ peer marking” or “self evaluation” and check validity.
- Children will self evaluate work at the end of a unit of work or when an objective has been completed (in some cases this could be after 2 or 3 lessons, after an individual lesson or for example, for a half termly piece of writing.)
- Self evaluation may take the form of a written response (e.g. ‘The things that I have done well are...’; ‘to improve I could...’ etc), or a symbol (e.g. smiley face for younger pupils) ~ see additional guidance for EYFS/3G. Children will self evaluate work before it is marked ~ teachers may reflect on the child’s evaluations in their marking comments.
- Children must be made aware of marking symbols and what their meanings.
- Children must have marking criteria explained to them so that they understand how it helps them to make further progress towards their target.

Presentation:

- Children should use a new page for each piece of new work.
- The date (should be written between the top two lines) and the title of the piece of work should be underlined (using a ruler).
- Long date e.g. ‘Monday 21st May 2013’ to be used in English and Foundation books; short date e.g. ‘21/5/13’ to be used in mathematics books.
- The learning object will be displayed (as ‘WALT’ ~ ‘we are learning to’) at the top of each new piece of work ~ either written by the child or printed onto the top of activity sheet and glued into books.

Monitoring:

- Marking is monitored regularly when book sampling is carried out by members of the SLT or curriculum coordinators.
- Regular feedback will be given to staff as quickly as possible.
- Effective marking informs planning and therefore should be reflected in planning when planning is monitored by the SLT and curriculum coordinators.
- We will ensure that these guidelines are being consistently used throughout the school by sampling marked work. This will be carried out by subject coordinators, phase leaders, Deputy Headteacher or Headteacher, according to the weekly management timetable.

Professional Judgement:

- Corrections should support the children’s learning and it should be remembered that too many can overwhelm and demoralise the child.
- The ability of the individual child, the effort they have made and the context of the learning will always need to be taken into account when marking.
- Teachers must use their professional judgement when deciding how many corrections to make.

Success Criteria:

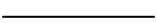



We know our policy is working if:

- There is evidence that work is being marked regularly according to the policy.
- Marking informs future planning
- Children acknowledge 'next steps' and there is evidence they are working towards achieving them and their next objectives.
- Marking is driving improvements in pupil standards.

Additional Guidance for EYFS & C3G:

- When children self evaluate their work (during a plenary) remind them of the learning objective and ask them to put a smiley or a sad face next to the objective in their book.
- Children will also be chosen to verbally talk about how they know looking at their work that they've met their objective.
- FS/C3G will include a next step on each learning story.
- Positives will be celebrated through photographs and annotations.
- Children and parents will be given opportunities each half term to respond to the learning journeys through a verbal dialogue and written feedback. Pupil views on activities and experiences will be collected verbally and noted down, on each learning story as it is shared with the child.

Marking Symbols

English		Mathematics
	Underline to identify part of a word which is incorrect/wrong spelling	<ul style="list-style-type: none">• One digit to a square• Numerals ~ 1 2 3 4 5 6 7 8 9 which are reversed/ incorrect should be practised in a row of alternate squares.• In KS2, children will be taught that each calculation should be numbered
//	new paragraph	
	punctuation/grammatical error (next to error)	
	doesn't make sense	
^	omitted word	
	write closer to margin	
*	add in text, more detail required e.g. add adjective/adverb.	
-----	children use a single line to cross out	

Codes/Abbreviations

- TS ~ Teacher support
- TF ~ teacher focus group
- I ~ Independent
- VF ~ verbal feedback
- ST ~ supply teacher
- B ~ work interrupted by behaviour
- TA ~ teaching assistant focus group
- HT ~ Headteacher focus group
- DHT ~ Deputy Headteacher focus group
- P ~ Peer/pupil marked
- Eq ~ equipment used/required to support learning.



Marking



The Brow C.P. School

What do these symbols mean?

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-----	children use a single line to cross out		

What do I think of my own work?

Tell your teacher:

“Things that I have done well are...”
“ Things that I could improve/would make this work better are...”



What does my teacher think of my work?



Pink for positives/ achievements

Green for next steps/ wish for next time