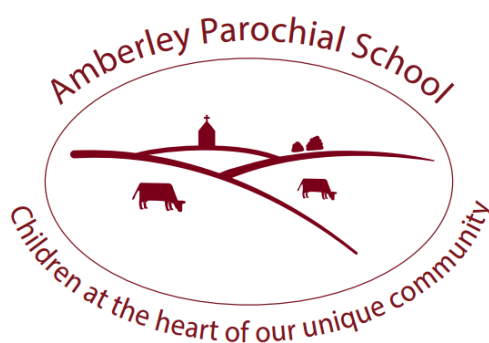


Marking and Feedback Policy



Becoming

reflective, independent and aspirational learners for life

Review date: Spring Term 1 2021 by The Standards Committee

Confirmation of ratification by Governing Body:

Governor: C.Atherton

Date: Spring Term 1 2019

Headteacher: S.Cale

Date: Spring Term 1 2019

MARKING AND FEEDBACK POLICY

1 Purpose of the Policy

- 1.1 This policy aims to define a consistent approach to marking and feedback throughout the school in Maths, English, RE and foundation subjects. It will outline the purpose, nature and management of marking and feedback in our school and will inform teachers of expectations.
- 1.2 At Amberley Parochial School we believe that feedback and marking should be constructive for every child. It should enable pupils to become reflective learners through focused feedback on where they are in their learning, where they need to go next and what they need to do in order to get there. It should also, as the children progress through the school, develop into a two-way communication pathway where children become adept at self-marking and feeding back to the teacher.

As a Church school we identify Christian Values that underpin the community of our whole school. These values inform our school's vision, aims and ethos. The values that relate particularly to this policy are responsibility, co-operation, perseverance, service and trust.

2 Aims and Objectives

- 2.1 The aim of this policy is:
- To help children and teachers understand the impact of feedback and marking
 - To help children and teachers understand marking as part of the learning cycle
 - To focus the teacher's attention and effort on clearly defined priorities for children's learning and progress
 - To respond to individual learners needs
 - To help children understand what they need to do to improve their work and move their learning on
 - To enable teachers to evaluate the effectiveness of their teaching strategies
 - To help children become more independent in their learning
 - To ensure continuity and progression in children's learning through a consistent whole school approach
 - To encourage children to reflect on their learning
 - To encourage and offer methods for children to self-assess their ability and progress
 - To encourage children to peer-assess work in order to learn from others

3 Benefits of feedback and marking

- 3.1 Marking and feedback not only benefits the children but helps teachers plan future lessons. All pupils are entitled to a rich, broad and balanced curriculum which is relevant to their needs. Marking and feedback allows for this. Immediate feedback, both verbal and through written marking, which is well informed, realistic and challenging can support children and 'close the gap' in their learning. It also informs next steps for teachers when lesson planning.
- 3.2 Knowing their work is marked motivates children.
- 3.3 To ensure consistency across the school, marking and feedback should follow this policy. The expectation at Amberley is that:
- Written classwork will be marked against the success criteria, identifying what has been achieved and EBI (Even Better If...) work will be used to highlight areas that have been missed, particularly those that are 'non-negotiables'.
 - Correct marking codes (see appendices) will be used
 - Feedback in English and maths should be offered to pupils on a daily basis to ensure progress is made from one lesson to the next (this can be written or verbal feedback from a teacher or a peer)
 - To ensure progress is made, misconceptions should be addressed and next steps identified
 - Subsequent tasks and objectives should be planned in response to progress made each lesson. This should be evident within the children's continued work.
 - EBI prompts should be immediate, relevant and specific, recognise success and identify areas for instant improvement. This will not necessary take place in every lesson, but will, where appropriate.
 - Comments in topic books are often questions that refer to the next steps in terms of pitch and expectations for that subject. The school currently uses Chris Quigley's Milestones to support this.
 - If feedback is verbal (VF) teachers should still provide clear next steps (where necessary), which should be evident in the children's subsequent work.
 - Self and peer assessment should be used as a tool for immediate feedback on progress and against the lesson's 'learning objective' or 'success criteria' in Years 2 - 6. Children should mark their own work independently or with a peer, using coloured pencils to identify what they have and have not used in order to give themselves clear objectives for improvement
 - Marking by adults will be done in black pen and children will respond and edit in purple pen
 - Marking in Year 1 aims to be consistent with the rest of the school but will develop throughout the school year at an appropriate pace for the children. (Children will be given EBI work once they are able to read comments independently and understand what is meant)
 - EYFS marking and feedback will inevitably look different to Year 1 but the expectation is that all children are well prepared for the feedback and marking expectations of Year 1

4 Quality Marking

4.1 We see quality marking as marking that:

- Gives feedback on learning against the objectives or success criteria being taught
- Sets EBI improvement prompts which are acted upon before moving onto the next piece of work when necessary
- Provides ongoing 'Next steps' which create the learning journey of improvement, often linked to sentence level objectives in writing
- Asks thought provoking questions
- Challenges children's thinking
- Provides praise for achievement

4.2 All pieces of work will be marked.

Agreed principles for 'quality marking':

- Teachers will give feedback (written or verbal), identify aspects of work where the child has achieved the learning outcome and provide EBI prompts or 'next steps' for aspects to be developed
- Children will identify their own EBI prompts through peer marking
- All responses to EBI work will be completed in purple pen so that progress can be easily identified
- Spelling and punctuation will be marked/improved at the discretion of the teacher based on the individual child, spelling patterns learned and age expectations. These basic skills will be marked across the curriculum, in other foundation subjects in topic books.

5 Self-assessment

5.1 Children should self-evaluate wherever possible. Children can identify their own successes referring to their 'Next steps' and success criteria. They can look for improvement points and write their own EBI. It is important that the children are given time to respond to EBI prompts.

6 Feedback to the teacher

Children are encouraged to let the teacher know how well they feel they have achieved their goal or objective. This may come as above in paired or self-assessment or an individual comment in purple pen.

This policy will be reviewed annually.

Appendices

Appendix 1

Strategies for monitoring daily progress

Each day, progress of all pupils should be monitored. This could be done by:

- Using AFL strategies during a lesson
- Gaining pupil feedback during or at the end of a lesson
- Marking work against the learning objective and success criteria
- Looking through work carried out
- Working with groups of pupils
- Reflecting on progress against personal 'next steps'

When **in depth marking is not being carried out**, teachers should ensure progress is made and next steps are identified by using other appropriate strategies, such as:

- Sorting books according to which pupils need further support, more practise or need extending
- Providing the teaching assistant with a list of pupils for the following session
- Preparing appropriate differentiated extension questions or tasks for children to answer at the start of the next session
- Making notes on planning about who achieved 'learning objective' and who did not
- Asking pupils to peer mark or self-evaluate
- Asking pupils to mark their work (in maths), when strategies and misconceptions are addressed at the same time. These should be checked by the class teacher before the next session.

Appendix 2

Quality marking of writing

When giving written feedback, focused comments are used to help the child in 'closing the gap' between what they have achieved and what they need to achieve in order to progress.

- When children are responding to EBI prompts, numbers should be used to draw attention to a specific place in the child's work, then referenced in the marking underneath.
- Teachers should acknowledge when marking has been responded to by ticking (or commenting on) the pupil's response.
- When a child's 'next step' has been evidenced and or achieved, teachers should make the child aware and give them a new 'next step' to continue to challenge and improve their work

When marking in detail the following strategies could be used:

- A reminder prompt
- A scaffold prompt
- An example prompt

Marking could include:

- Asking for more detail
- EBI prompt
- Explanation
- Editing and improving
- Suggested alternative
- Spelling practise
- Setting a future 'next step'
- Grammar practise
- Marked against success criteria

EXAMPLES OF LEARNING PROMPTS

Learning prompts should help a child 'close the gap' between what they have achieved and what they could achieve.

eg: *What else could you say about the Prince?*

Say something about the Prince's personality.

Try one of these words: handsome, elegant, arrogant.

Useful learning prompts or 'closing the gap' comments are:

- a **Reminder** prompt (eg. *What else could you say here?*)
- a **Scaffolded** prompt (eg. *What was the dog's tail doing? 'The dog was angry so he.....'*
'Describe the expressions on the dog's face')
- an **example** prompt (eg. *'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes.'*)

Appendix 3

Quality marking of maths

When giving written feedback, focused comments are used to help the child in 'closing the gap' between what they have achieved and what they need to achieve in order to progress.

- Ticks should be used to signify correct solutions
- Misconceptions should be referred to in marking OR by showing verbal feedback (VF) has been given
- Marking should be made against the lessons 'learning objective' although comments about presentation can be made if it is hindering a child's progress or accuracy
- Where the majority of problems have been solved incorrectly, in depth marking to help the child overcome the misconception OR verbal feedback must be given
- Teachers should acknowledge when marking has been responded to by ticking (or commenting on) the pupil's response
- Positive feedback is effective when it relates to the learning objective or success criteria

When marking in detail the following strategies could be used:

- Positive feedback WITH a reason
- Extension question
- Assessment question

Marking could include:

- Application of skills
- Consolidation and application
- Harder questioning
- Help with an error
- Applying knowledge
- Questioning alternatives
- Same topic, but higher level learning challenge
- More practise
- Explanation question
- Setting future 'next steps'
- Sentence starters e.g. Now try, What if, Solve, True or False, Prove it, Can you, Show me, Convince me, Explain....

Appendix 4

Marking Codes

VF can be written if there was verbal feedback. This can be written at the place in the work where the feedback was given, showing the visible signs of improvement that come as a result

G is used to denote guided work

TA shows that a teaching assistant has supported the work

T shows that the teacher has supported the work

ST shows that a student/supply teacher has marked the work

S is used to show support or more structured help

EBI can be used as an 'Even Better If' prompt, to show what immediate improvement is needed by the child

Next Steps used as an ongoing target