MARKING AND FEEDBACK POLICY

2023-2024

Purford Green Primary and Potter Street Academy

Part of the Passmores Co-operative Learning Community

Marking and Feedback Policy

1 Introduction

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through constructive comments that acknowledge pupils' achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards.

Effective marking allows for self-assessment, where the child can recognise the next steps in their learning. It also encourages them to accept help from others.

At Purford Green Primary and Potter Street Academy we aim to mark positively whenever possible to enhance self-esteem and confidence.

Effective marking should:

- Evaluate and assess children's learning
- Tell pupils how well they are doing
- Teach pupils what they need to do to improve
- Leave pupils with action points
- Show them their work is valued
- Provide sensible advice
- Establish continuity in comments from one piece of work to the next
- Be consistent across the school
- Inform future planning and learning
- Help parents to understand the strengths and areas to develop in their children's work

2 Responsibilities

2.1 The Headteacher/Senior Leadership will:

- Monitor marking and feedback through children's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing policy.

3.2 Teachers will:

Ensure that marking and feedback will:

1. Give recognition and appropriate praise for achievement;
2. Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs;
3. Give clear strategies for improvement;
4. Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others;
5. Use assessment and marking to inform future planning and individual target setting.

3.3 Teaching and Learning Support Staff will:

- Ensure that they are aware of the school's marking policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Use knowledge of how children responded in order to assist in the planning or adaptation of the next lesson.

3.4 Parents will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning;
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement;
- Encouraged to understand that their child's developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

4 Forms of Marking and Feedback

At Purford Green Primary and Potter Street Academy we recognise that a variety of marking strategies should be used on a daily basis to support the learning of our children. All comments made by staff are expected to be written in a neat legible handwriting style, modelling the schools adopted continuous cursive style or cursive style in EYFS and early year one.

4.1 Verbal Feedback Purford Green Primary and Potter Street Academy recognises the importance of children receiving regular oral feedback at the point of learning. Adults talk to children in the lesson, where possible, about how they have met the learning objective and their success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice. Children of all ages need verbal feedback.

4.2 Acknowledgement Marking – All written work should be acknowledged by a tick at a minimum and adults could use short phrases to acknowledge an aspect of work or effort – eg great story, super handwriting, excellent effort or use a smiley face symbol.

4.3 Self-Marking – At times, children are given the opportunity to mark, correct and edit their own work. This is usually in response to *Success Criteria* or actual answers given by the teacher or learning support assistant (LSA). This would be suitable for reading comprehension answers, times tables practice and some maths marking.

4.4 Paired Peer Marking – Children are asked to mark the work of another class member as part of effective teaching and learning practice. They do this against the *'Success Criteria'* set out for the lesson. Children will be encouraged to write a 'constructive comment' as to how the work could be improved from the end of KS1. Children should do this in pairs so that the author has ownership of the work and it is encouraged that this is done on post it notes and added to books.

4.5 Next Step Marking and Feedback - This is carried out by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:

1. positive comments about what the learner has done well, focusing on the learning expectations for a particular piece of work.

2. A brief indication of how improvement can be made with a next step activity placed in a bubble (see appendix). The purpose of a next steps activity is:

- To Remind
- To Extend
- To Support
- To Practise

Examples of next step activities:

- A simple reminder of what could be improved; e.g. *'What else could you say here? Can you think of a better word for bad?'*
- Provide some support, e.g. *'What was the dog's tail doing?', or 'Describe the expression on the girl's face'.*
- Extend thinking, e.g. *'Write a word problem using this calculation'*
- A choice of actual words or phrases, e.g. 'Choose one of these: The worried man ran headlong down the deserted street; Anxiously, the man careered down the empty streets.'
- Practise a skill: 'Write three sentences with an adverb from the list'

Time will be planned for the children to read comments and act upon them – this is usually at the start of the next lesson following the marking but can be carried out at other times of the day. At Purford Green Primary and Potter Street Academy we call this 'Bubble marking' and 'Bubble time' as the next step is written in a bubble.

5. Marking within subjects

5.1 English, Mathematics

- Each child will have one piece of work marked regularly **in writing** giving detailed feedback to the child and a next steps activity (bubble) for children to complete. **Detailed feedback should be done at a time which will support children's progress and development within writing through a unit of work for effective assessment for learning purposes.**
- All written work will at least be ticked to recognise the work a child has completed and where relevant an acknowledgement sentence or short phrase can be used eg great effort or a smiley face.
- In KS1 and KS2, English and maths work could be marked referencing success criteria grid or using marking ladder – see appendix for examples. This will support adults and children to focus on aspects of work that are or are not evident in their writing that need addressing and will support next step marking and teaching.
- Spelling mistakes need to identified in all written work (including maths) and opportunities for children to correct spellings (up to maximum of 5 per piece of work) These should be highlighted by the teacher in KS1, with children highlighting themselves

in KS2. Spellings that are identified should link to common exception words from current or previous year groups or words linking to those explored in spelling lessons.

- Calculation mistakes in maths should be identified with a dot. Mistakes identified need to be addressed within the lesson or as part of a next step.

5.2 Topic, Science, RE and Spanish (KS2)

Some subjects eg Music and PE are difficult to mark due to their practical nature and verbal feedback will be given in those practical subjects to pupils; but

- All written work should have a tick to indicate that recorded work has been seen.
- Spelling mistakes/ basic punctuation errors need to be highlighted and opportunities given for children to correct these (up to maximum of 5 per piece of work)

6. Marking and feedback in the Foundation Stage:

Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Live marking
- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning
- Paired peer assessment
- Annotation of photographic evidence
- Simple images as reminders or rewards e.g. a smiley face
- School reward system to celebrate their achievements – stickers and house points.

All adults in the EYFS setting should be aware of the next steps in each child's writing or maths journey and have the knowledge to be able to support development towards the next step in learning.

7 Moderation

Opportunities for work to be marked with other teachers will be provided as necessary to develop consistency of expectations and moderation of standards.

8 Monitoring and Evaluation

Each term, the Leadership Team will discuss samples of work with the class teacher to monitor the implementation of this policy. An analysis will be made and feedback given to staff at the time of moderation/Book look.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment,

- Teacher testimony concerning the usefulness and manageability of the marking system.
- Consistency in teacher's marking across the school.
- An awareness on the part of the pupils of what is expected of them.
- Improved presentation

Marking symbols will be shared with all pupils and displayed in the classroom so that they are understood by all pupils.

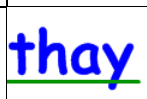
APPENDIX Agreed Actions, Abbreviations and Symbols

1 Agreed Actions

	Teachers will use green to mark children's work in Purford Green and blue in Potter Street.
	Y1 – Y6 pupils will edit their work in purple pen or pencil known as the 'purple pen of progress' in Purford Green. Green pen will be used in Potter Street.

	Peer marking should be in pencil and initials indicated by the peer marker and post it notes used to record written feedback and added to appropriate place in a book

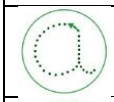
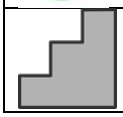
2 Abbreviations

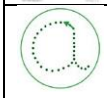
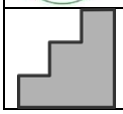
	Symbol
Verbal feedback	
Supported work by adult – adult support	S
Word omitted	
Spelling mistakes underlined (wiggly or straight line)	

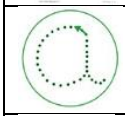
	Symbol
Independent work	
New paragraph needed	
Something done well e.g. good sentences punctuation, vocabulary=double tick	

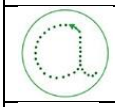
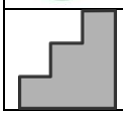
3 Success criteria grid examples

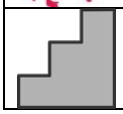
Year One/Year 2 and SEND pupils

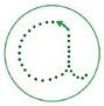
	I think	My teacher thinks
		
		

	I think	My teacher thinks
		
		

	My teacher thinks
	

	I think	My teacher thinks
		
		

	I think	My teacher thinks
		

	I think
	

An example for narrative writing

Genre Aspects	Tick or dot	Sentence/ punctuation and grammar aspects	Tick or dot
Setting description		Use subordinate clauses in complex sentences	
Character description		Fronted adverbials	
Exciting story language and vocabulary appropriate to narrative		Inverted commas and other speech punctuation	
Interaction between characters – eg dialogue		Conjunctions when, if, because, although	
Story structured to include an effective ending		Adverbs and connectives to hold text together	
Ed sentences – writing style/build an image		Link ideas within a paragraph or section using nouns and connectives	

Visual symbols that can be used to annotate writing to provide feedback in year1 and year2