

Shere CE Infant School

Roots to grow, Wings to fly

Marking and Feedback Policy

Date adopted by governors:

20th April 2017

Date for review:

20th April 2019

STATUS: NON STATUTORY

1. Introduction

- 1.1. At Shere CE Infant School we believe that all children are entitled to meaningful feedback that gives them a clear picture of how far they have come in their learning and how they can improve in the future. Research indicates that on average the provision of high quality feedback led to an improvement of eight additional months' progress over the course of a year, (University of Oxford – A Marked Improvement).
- 1.2. In this policy 'marking and feedback' is taken to mean the process whereby an adult looks at pupil's learning, examines it for errors, misconceptions and/or conceptual and procedural fluency, and then responds in some way, either in writing, speech or action.
- 1.3. The main objective of marking and feedback is to help children learn; therefore we agree that it should be both positive and constructive and that it should be used formatively to inform planning. We aim to boost children's self-esteem, and raise aspirations through our use of praise and encouragement.
- 1.4. Feedback should offer children specific information on the extent to which they have met the lesson objective and challenge the child to move their learning on through deepening their understanding, addressing misconceptions or making improvements.
- 1.5. As a staff, we agree that feedback is most effective when it is instant, involves the child and allows interaction and dialogue between teacher and child and between pupils themselves.

2. Policy Aims

The aims of this policy are to:

- Provide consistency and continuity in marking throughout the school so that pupils are able to respond to feedback effectively.
- Set our expectations for meaningful but manageable marking.
- Enable teachers and pupils to use marking as a tool for formative ongoing assessment, ensuring children are effectively challenged and **visible progress** is evident through a dialogue which aids progression.
- Give teachers, teaching assistants and peers the skills to offer effective feedback.

3. Principles of Marking and Feedback

We believe the following principles should underpin all marking and feedback:

- The process of marking and feedback should be a positive one, with pride of place given to recognition of the efforts of the child.
- Marking should always relate to the lesson objective.
- The child must be able to understand or read and respond to the comments made, and be given time to do so.
- Whenever possible, marking and feedback should involve the child directly.
- The most effective feedback is oral and immediate.

- The use of targets to make marking specific and actionable as possible is likely to increase pupil progress. It is an expectation that next-steps are written into pupils' books. The next lesson should be designed to take account of the next steps.
- Pupils are unlikely to benefit from marking, unless some time is set aside to enable pupils to consider and respond to marking.
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. We should mark less in terms of the number of pieces marked, but mark better.

4. Mistakes and Errors

It is important for adults to distinguish between a simple mistake and an error that reflects a lack of understanding. Careless mistakes should be marked differently from errors resulting from misunderstanding. Mistakes should be indicated by circling or underlining and the pupil encouraged to correct this themselves.

If errors demonstrate a lack of understanding, the teacher may decide to take an alternative course of action. For a small group of pupils the teacher may arrange a same day intervention while for a larger number the errors will be addressed in the next lesson.

5. Implementing the Policy

5.1. The date and learning objective will be recorded at the top of each new piece of learning.

5.2. During the lesson children will be made aware of or help to create the success criteria for the lesson. The success criteria will be recorded on each piece of new learning so that it can be referred to throughout and at the end of the lesson.

5.3. When providing feedback adults will decide whether the learning requires clarification or if this is a good opportunity to extend the child's learning.

5.4 The following prompts can be used to ensure marking is effective:

Challenge	Can you add character dialogue at an appropriate part of your story?
Reminder	Start each of your instructions with an adverb. Can you add an extra instruction using 'carefully'?
Steps	First re-read your sentences. Then add full stops.
Example	The trees, with their jagged branches, swayed in the wind. Write your own sentence with an embedded clause.

Further examples can be found in appendix 2 of this policy.

5.6. Highlighters will be used throughout the school to identify areas where the success criteria have been met (pink) and **one** area for improvement (green). This can be recorded on the success criteria and/or within the child's learning.

5.7. Feedback will be provided in green and pink pen, teachers will use pink to indicate positive aspects of the learning, or areas in which the child has demonstrated an understanding of the objective. Green will be used to indicate improvements and next steps.

5.8. Stamps, stickers and stars may be used to provide further specific encouragement and positive reinforcement.

5.9. Throughout the week, teachers and teaching assistants will work with guided groups and will give effective oral feedback.

5.10. The adult response to a child's learning may be written or oral, which will be influenced by the age and level of the pupil involved. In the case of oral feedback a sticker or a stamp will be added to the piece of learning indicating clearly that oral feedback has been given.

5.11. It is helpful to know whether a child has completed their learning independently or with support. On some key pieces of learning stampers may be used to indicate independent, with T support, with TA support.

5.12 In order to encourage a positive response, any negative comments must be framed as constructive statements as to how to improve.

5.13. Ticks are used when learning is correct, and a dot or circle where errors or mistakes have been made. Multiple errors may indicate that the child has not understood the learning objective and will usually result in a written comment in the form of a query, prompt and/or explanation to support the child's learning.

5.14. Homework must be marked regularly to inform parents of pupil progress.

5.15. It is expected that children are given regular opportunities to look back on comments made on a number of pieces of work to remind themselves of the progress and areas for development.

5.16. In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of a pupil's learning to be compiled.

6. Subject Requirements

6.1. Literacy:

Every piece of work should be marked against the learning objective using highlighters to indicate the extent to which the learning objective has been met.

One piece of literacy per week, often an extended piece of writing will be marked in greater depth. Within this marking personal targets will be identified.

6.2. Mathematics:

In mathematics we agree that effective feedback requires well-structured classroom activities, regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding, and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

Every piece of work should be marked against the learning objective using highlighters to indicate the extent to which the objective has been met.

Mistakes will be circled.

Errors will require a written comment and/or modelling to address the misconception.

6.3. All other written work:

All written work must be marked against the learning objective using highlighters or comments to indicate the extent to which the objective has been met.

6.4. Non-written work:

Oral feedback will be given during and/or at the end of each session.

7. What do we expect from children?

- Read and respond to comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- Take time to correct and complete learning where appropriate.

- Cross mistakes out neatly in pencil.

8. Responding to Marking

For marking to have an impact on attainment the comments made need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.

As part of the daily classroom routine it is essential that children are given the opportunity to read comments and if appropriate respond.

9. Making Marking Manageable

Marking can be time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Marking strategies should be efficient so that teachers do not steal time that would be better spent on lesson design and preparation.

Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact.

Some or all of the following strategies should be employed to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Use the marking code and highlighter pens to support the quick marking of writing and only use written comments where needed.
- Ensure that learning is marked regularly and promptly after completion, to allow for immediate assessment and feedback.

APPENDIX 1

KEY QUESTIONS

Key Questions for Teachers:

Corrections	<p>Have I distinguished between mistakes and errors?</p> <p>Does my approach require my pupils to work to remember or reach the correct answer?</p> <p>What strategies can I use to ensure my pupils' underlying misunderstandings are addressed?</p> <p>Do I overuse the same comment? (E.g use capital letters from September to March).</p> <p>Do I model expectations?</p>
Thoroughness	<p>Would my marking time be more efficient without acknowledgment marking?</p> <p>Does my marking focus on the learning objectives related to the learning that has been completed?</p>
Pupil Responses	<p>What are the best ways to provide the time for pupils to consider and respond to written comments?</p>

	<p>How do I check that pupils understand all written comments and are purposefully engaging with them?</p> <p>Are pupils given an opportunity to redraft or improve their work after receiving written feedback, or are my comments intended to improve future work?</p>
Creating a dialogue	<p>What is the most effective way to check that pupils understand my marking?</p> <p>Do I use positive statements?</p> <p>Do I encourage children to self-assess?</p> <p>Do I involve children in the marking process?</p>
Targets	<p>Have I set specific targets that can be immediately acted upon?</p> <p>Do pupils understand the targets I set?</p>
Frequency and Speed	<p>What is the right balance between speed versus quality in my approach to marking?</p> <p>What role does verbal feedback play in giving quick, precise and frequent feedback.</p>

APPENDIX 2

MATHEMATICS MARKING EXAMPLES

Challenge	<p>Can you label.....?</p> <p>Can you make up a question of your own to test a friend?</p> <p>Well done! Now could you try.....</p> <p>What does mean?</p> <p>Can you explain the steps you used to solve this problem?</p> <p>Is there a different way you could solve this problem?</p> <p>Can you write a word problem for your calculation?</p>
Reminder	<p>Can you check these? Don't forget to</p> <p>Can you now try to complete this?</p> <p>When we add what happens to a number?</p> <p>Remember when we use.....</p> <p>Now you try.....</p> <p>Can you explain what it is important to remember when.....?</p> <p>What is the value of?</p> <p>What type of number is.....?</p> <p>When we divide a number does it get bigger or smaller?</p>

Steps	<p>What do we mean by.....?</p> <p>What do you need to do now?</p> <p>If I have how would I find.....?</p> <p>Firstly I have..... If I then change x what will be left?</p>
Example	<p>Could you try? (give an example to have a go at)</p> <p>What would happen if.....?</p> <p>If I change..... how would your answer change?</p> <p>Look how I have worked this out using.... Could you try this with this question?</p>

APPENDIX 3

COMMENTS TO EXTEND LEARNING

- How did you know that.....?
- Why do you think.....?
- If you were this character what would you have done?
- Would you like to live in this setting? Why?
- Which is your favourite sentence? Why?
- Highlight your most effective word/sentence?
- Have you used imaginative vocabulary? Write the words here.

- What could you do to ensure your results would always be the same?
- A great conclusion! What do you think makes it so good?
- What was the most interesting fact that you have learned from your research?
- What would you like to find out next about.....?

- How quickly can you? (e.g write 10 decimals).
- Can you make up your own example of a TU + TU calculation using only even numbers?
- Can you solve these?
- Here's a bonus question.....