Marking and Feedback Policy

Revision version: 1
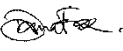
Reviewed by: LR

Date reviewed: September 2018

Date revision approved and adopted: September 2018

Approved by: C&S

Next revision due by: September 2020

Headteacher	Sign & Date:	
Chair of Governing Board	Sign & Date:	

Parsons Down Partnership of Schools
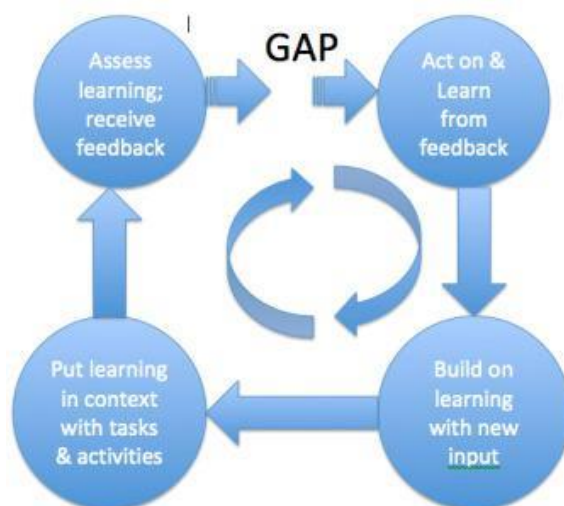
Marking and Feedback Policy

September 2018

The purpose of this policy:

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

What is feedback?

Feedback is information given to the learner and/or the teacher about the learner's performance relative to **learning intentions and success criteria**. It should aim to (and be capable of) producing improvement in children's learning. This feedback can be verbal, visual or written. It can come from a teacher or someone taking a teaching role or from peers.

Characteristics of effective feedback:

Both teachers and pupils need to be clear about the assessment criteria that will inform marking and feedback.

Marking with feedback should therefore:
- be manageable for teachers and accessible to children
- relate to the learning intention or success criteria and comment on previous attainment
- involve all adults working with the children in the classroom
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking
- respond to individual learning needs, marking face to face with some and at a distance with others
- inform future planning and target setting
- use consistent codes across the school
- ultimately be seen by children as a positive approach to improving their learning and should thus be motivating

<u>Expectations</u>

<u>Teachers will:</u>
- Display the marking codes clearly in the classroom
- Apply the marking codes consistently
- Mark every piece of work before the next lesson in that subject
- Quality mark in all subjects at least once a week (highlighted, two stars and a wish, closing the gap, next step, opportunity to apply learning, bubbles)
- Light touch marking (highlighted learning intention)
- Refer to the Success Criteria
- Use marking to give both praise and next steps
- Use marking to assess progress and inform planning for next lesson
- Provide opportunities for children to respond to marking

<u>Teacher Assistants will:</u>
- Be familiar with and apply the marking policy
- Feedback to class teacher
- Apply the marking codes consistently
- Use marking to give both praise and next steps

<u>Pupils will:</u>
- Respond to marking
- Be familiar with the codes and be able to refer to them
- Have daily opportunities to assess their own learning either individually or with others
- Initial to show they have read the written comment

<u>What types of marking are there?</u>

Verbal Feedback

It is important for all children to receive verbal feedback from the adult working with them. This may be used to correct the child's understanding or extend the child's learning. A 'V' should be used to indicate verbal feedback has been given. This may happen at any point during a task if support is needed or in the following lesson once misconceptions have been identified. It should be clear what feedback or which area has been discussed with the child.

Quality marking (formative marking)

The focus of quality marking is the learning intention and success criteria for that lesson in order to correct misconceptions and extend each child's individual learning. Feedback provides personalised learning opportunities by focusing on successes and next step improvements. Children will be given time to read, reflect and respond to comments.

When quality marking staff will make use of the following strategies where appropriate:

- The two stars and a wish framework, where two stars indicate successes and a wish indicates next steps.
- Comment bubbles prompt children to respond to comments made. These may provide opportunity for consolidation, closing a gap or challenge to extend learning.
- Listed criteria or success ladder which is assessed with next step improvements suggested.

☐ Highlighted successes (green) and a development (pink) throughout work with a linked comment.

Think Pink, Green for Great

When you quality mark you

Use green

☐ To show where SC have been achieved
☐ To identify good examples of vocabulary, calculations, etc… linking back to the LI/SC
☐ To highlight where they have made improvements, responded to feedback or applied in a different context
☐ To write the stars

Use pink

☐ To encourage the child to think or act upon an element of their work which needs improvement e.g. SPaG, linking to LI/SC
☐ To identify a next step/bubble/wish

This system can be used by the class teacher, TA and children for peer or self-assessment. The class teacher judgment is needed for the amount of highlighting evident in a piece of work. (This will be dependent on age, ability, maturity and lesson focus.) No other coloured pen will be used when marking work.

When Quality marking, teachers will review previous comments to avoid repetition and ensure marking facilitates progression. Quality marking must be followed up through future comments and recognition of children's responses.

All children will have at least one piece of work quality marked in each subject every week. Once every half term children will write an extended independent piece in their writing journals which will be quality marked and levelled.

Self Assessment

It is important to give all pupils the opportunity to reflect on their learning. This reflection can happen at any point during the learning and can take make many forms, including oral or written responses.

Self assessment may include:

☐ Traffic lights
☐ Faces
☐ Learning arrow
☐ Reflective dartboard
☐ Learning mountain
☐ Skills Puzzle
☐ Sentence starters
☐ 2 stars and wish
☐ Thumbs up/ give me 5

Peer Assessment

Peer assessment can happen at any point during the learning. Children may sometimes mark work in pairs and provide feedback for a partner. They need to be trained to do this effectively through teacher modelling and shared examples. There must be clear ground rules and the children should be encouraged to use a positive dialogue. Pairs or groups may be mixed or of the same ability.

Children may use a range of Peer assessment strategies:

- 2 stars and a wish
- Peer assessed Success ladders
- Traffic lights
- Green and pink highlighting to show strengths and developments linked to LI or SC.

Making Marking Manageable

- **Plan for your marking and spread the load** – try to indicate on weekly planning your targeted groups e.g. Monday – guided group and quality mark more able children.

- **Plan time for children's responses** –Is there an expectation for children to complete bubbles when they have a spare moment or will you have allocated 'Bubble Time?'

- **Use a range of marking strategies to fit your timetable** e.g. Wednesday – plan for class marking or self-marking.

- **Use the marking codes to cut your marking time** e.g. symbols, pink and green etc.

- **Invest the time in training** e.g. TAs, children in the different strategies, look to 'cascade'.

- **Work together!** – Organise time to group mark, share ideas and keep each other motivated!

- **Be prepared –** ensure you have the correct resources ready to go e.g. highlighters, coloured pens, ruler, and marking code to hand.

This policy will be reviewed by the Assistant Head teachers on an annual basis. Standards Leaders and the EnCo/MaCo will monitor the impact of this policy through regular book scrutiny and pupil conferencing sessions. This information will be fed back to the Assistant Head teachers on a half termly basis.
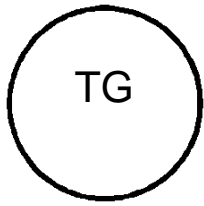
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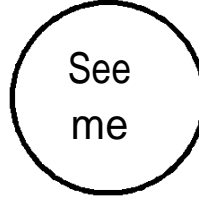
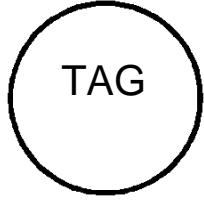**Date of Review:** September 2020

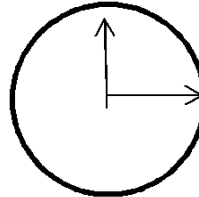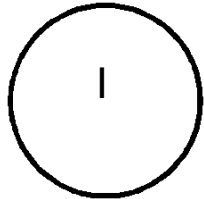**Parsons Down Partnership Chair of Governors**

Marking Codes

TG	Teacher guided
TAG	TA guided
I	Independent
P	Pair/Partner work
S	Supported
V	Verbal feedback
PA	Peer-assessed
SA	Self-assessed
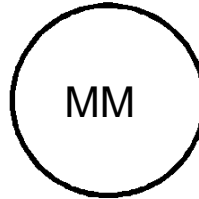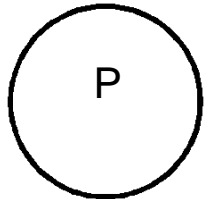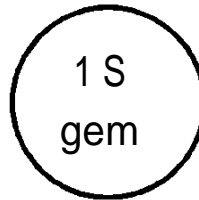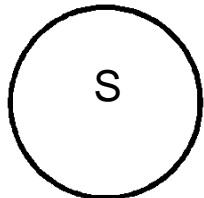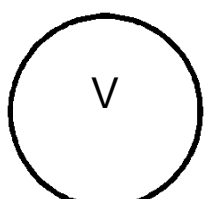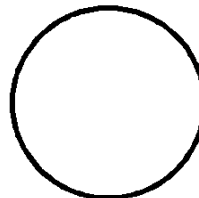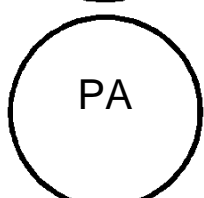
See me	See the teacher
	Not enough work completed
MM	Merit Mark
1 S gem	1 Sapphire learning gem
//	New paragraph needed
☆☆☆	Green for Great! Think Pink
√	'Bubble' complete