



Marking and Feedback Policy
Darrington CE Primary School

Introduction

“The school has worked effectively to ensure that pupils are given clear guidance to help them learn. All teachers mark pupils’ work in a consistent and effective fashion and give them clear information on where and how to improve their work” OFSTED 2015

Aims of this policy

- Feedback must be focussed on the learning objective/success criteria for the task.
- Feedback must be specific, focusing on **success and improvement/next steps**, rather than correction.
- Children must be encouraged and rewarded for their efforts and achievements towards success criteria or personal targets, highlighting strengths and weaknesses.
- Ideally, marking should become part of developing dialogue resulting in pupil progress; marking is only of value if comments are read and responded to. Making children ‘active partners’ in the marking process is absolutely vital for individual progress.
- Children need opportunities to make improvements to their work.
- Marking and feedback should set future targets, by indicating the ‘next steps’ in their learning.
- Marking should help pupils develop an awareness of standards they need to reach in order to achieve particular levels of the national curriculum.
- Marking will identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- Marking should aid planning for the teacher.
- The marking and feedback policy should be consistently applied by all those working with children in school, including supply teachers and support staff.

Expectations for Marking and feedback in the Early Years Foundation Stage

In the Foundation Stage, children’s mark making is talked about with the child and the adult scribes the meaning, modelling the school’s handwriting script. Children are encouraged to write their name on every piece of work and, when ready, the children are encouraged to date their work themselves.

Adult initiated pieces of work (eg phonics sheets, writing tasks and maths book work) are marked with the child using the yellow and green highlighters. Praise towards success criteria and next steps in learning are given verbally and a note is made by the teacher to indicate what was discussed.

Success criteria is displayed in the classroom and regularly referred to. Where possible, a picture is included alongside wording to help children refer to it as independently as possible. Children are asked to check the success criteria before the work is marked with the teacher.

A learning objective sheet is attached to the inside cover of each child’s writing and maths book to indicate the objectives taught (these are mainly taken from the Early Years Outcomes). This single sheet enables a clear view of when objectives have been taught, the frequency of coverage and clearly identifiable next steps. The context of individual lessons is referenced in the feedback marking.

Expectations for teaching and learning, marking and feedback in key stages 1 and 2:

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development. This policy will ensure that ;

- They are made aware of the learning intentions of tasks/lessons.
- They are made aware of how to be successful in the lesson by sharing/developing success criteria together.
- Giving the children an example of what excellence looks like (WAGOLL) using a model or shared example is an excellent way of developing success criteria.
- The learning needs of individual children are understood and work is matched appropriately through differentiated tasks or success criteria.
- Marking/feedback is linked to the learning intention (WALT) and where appropriate, individual targets.
- Every piece of work must be marked.
- Comments may be oral or written, formal or informal.
- Comments may be given on a group or individual basis.
- Comments may form the basis of a discussion between teacher and child, e.g. reviewing targets set.
- Children have opportunity to self- and peer-assess work against individual target cards and success criteria.

Writing:

- Extended writing quality marked every week to criteria which should be specific to each child. Make a comment about the Success Criteria for the genre in the general feedback at the end.

Feedback and Marking whole school strategies

- ‘Yippee yellow’ will be used to highlight success and achievement in success criteria to show where individual targets have been met where appropriate. This will be used to avoid having to write things which will largely be inaccessible to the child.
- ‘Green for growth’ will be used to highlight where the success criteria has not been met and highlight next steps in learning. It will be used to indicate precisely where on the work improvement could be made (again avoiding text). Time needs to be then given to make the improvement.
- Where verbal feedback is given, this will be recorded with the code VF and a brief comment to reflect what was said. This will be especially important to use with pupils in the Foundation Stage.
- ‘Tickled pink’ will be used to assess against the success criteria for self- and peer-assessment. Underlining in pink will be used by the pupils to highlight strengths and celebrate achievement. This can help empower a child to realise his/her own learning needs and to have control over future targets and areas for improvement.
- Short, legible and precise comments will be used by the teacher to allow pupils to read the feedback given and to ensure marking is manageable for the teacher.
- Ensure that children have time to action the ‘green for growth’ improvements using a green polishing pen.

Making Marking Manageable: Expectations for staff.

- Extended writing to be marked in depth every week.
- Cross curricular writing to be marked in depth every time completed.
- All other writing to have LO highlighted in yellow or green to show if met during lesson. Brief comment added if necessary.
- Maths to be marked with green and yellow to indicate success and mistakes
- Next steps for maths to be used at the end of a unit.
- For other subjects mark one piece more thoroughly, every 2-4 weeks.
- Peer marking of work should be used regularly at least weekly increase through year 2.
- VF does not require dialogue to be logged every time.

- Instant feedback through marking during the lesson is encouraged. Teachers note a comment e.g punct (for punctuation when this has been picked up) The impact of the feedback can then be seen.

Presentation of all books

Uniform system to be adopted across school as follows:

- Date, objective (WALT), context and success criteria (presented in Calibri Handwriting font, size 12) to be stuck into books or handwritten at the top of the page with children starting work below. Marking and feedback using yippee yellow and green for growth to follow work.
- Teachers to mark in blue or black ink; when children have written in pen, teachers must mark in a different colour.
- Children’s improvements to be completed in green ink only.
- Every-day marking symbols to be used minimally when yellow and green are being used for targeted work.
- If separate pages are stuck into books, make sure that they are trimmed to size or neatly folded.

Marking codes

<u>sp</u>	Spelling
VF	Verbal feedback
T	Talk to the teacher
o	Something missing/needs correcting
//	Paragraphs

Context codes to be used when marking pupils’ work.

These will ensure that children will have approached their writing in various ways and different levels and types of support, helping when work is scrutinised:

TM	Teacher modelled
TAM	Teaching assistant modelled
P	Paired work
I	Independent work
CC	Class composition
GC	Group composition
CI	Child initiated (Team Tigers)
VF	Verbal feedback given

Monitoring and review.

This policy is monitored by the Headteacher, who reports to Governors about the effectiveness of the policy on request. It will be reviewed annually and appropriate to new legislation or to the needs of the school.

Addendum to Marking and Feedback Policy in light of the Covid-19 pandemic

Due to the increased risk of cross contamination from marking children's work, as much of the learning as possible will require no formal marking. Teachers will use a range of strategies to check understanding such as whiteboards and verbal/self-marking procedures. When written marking is required, teachers will do this with no children present but still in the same room. No work should be removed from that room/bubble. **Teachers must not take work home to mark.**

Therefore, in light of this guidance, we do not expect the frequency or quality of marking to be at the same standard outlined in the above policy.

Policy title	Marking and Feedback Policy
Monitoring and review	Reviewed October 2019
Links	N/A
Staff responsible	Headteacher/School Business Manager
Committee responsible	Full Governing Body
Date approved	May 2018
Review date	October 2020