North Stainley CE Primary School

Marking and Feedback Policy

North Stainley C.E. School
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1   Introduction

At North Stainley C.E. School we believe all children are entitled to regular and comprehensive feedback on their learning.
This policy reflects the school's values and philosophy in relation to marking and responding to children's work. It sets out a framework within which teaching and support
staff can operate and give guidance to the pupils.

AUDIENCE
This document is intended for all teaching staff, including the Headteacher, all staff with classroom responsibilities, supply teachers, school governors, parents, inspection teams,
LA advisers/inspectors and support services. A copy is available on the school website.
Paper copies are available on request.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and what the next steps in their learning are.
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform future lesson-planning.

Principles of marking and feedback

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

The marking should always be in accordance with the lesson objective and the child's own personal or group learning targets.

The child must be able to read and respond to the comments made, and be given time to do so at the beginning of the next lesson. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be appropriate to the age and ability of the child.

Whenever possible, marking and feedback should involve the child directly, peer marking and self- assessment should feature regularly.

The younger the child, the more important it is that the feedback is oral and immediate.

Assessment for Learning

The key characteristics of Assessment for Learning

1. Explicit Learning Objectives.
2. Success Criteria.
3. Questioning.
4. Feedback.
5. Marking
6. Adjusting teaching to take account of pupil outcomes.

1. Explicit Learning Objectives/ Learning Intentions
Effective learning takes place when learners understand what they are trying to achieve and why it is important – 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. This is shared with the children at the beginning and is referred to throughout the lesson. At North Stainley we call this the 'Skill.'
Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the learning intention. Helpful learning objective stems include 'to know, to be able to, I can..'

2. Success Criteria
Developing success criteria to achieve the learning objective (skill) will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results. We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5.

3. Questioning
We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking.
Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including prompting, promoting and probing questions, are recorded in teacher's short term planning.
Wait or 'thinking' time is essential to give all children the opportunity to think and respond.
This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talk partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and

therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information about what their next steps in learning are or how the child will be supported to reinforce their understanding of the learning being covered in a lesson. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback that comments on the work rather than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral
• Most regular and interactive form of feedback.
• Focus on being constructive and informative to help pupils take the next steps in their learning
• Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
• Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
• Opportunity to model the language pupils' can use when responding or giving feedback to others
• Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
• Emphasise the learner's progress and achievement rather than failure.

Self assessment
We encourage pupils where possible to self-assess their work against the learning intention or success criteria. They also draw smiley, sad or wobbly faces in their books against the learning intention to indicate their feelings about their level of understanding. Children respond to marking and may write a comment to the teacher. Children also self- mark to ensure they understand how well they understood the task and how they performed against the success criteria.

Peer assessment
Children are also involved in shared marking and peer assessment. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. This also encourages dialogue between children about their learning. Partner teaching is a major part of our teaching philosophy and encourages children to verbalise their learning and support each other's learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways.

5. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment –including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

Key principles and guidance for marking:
- Establish ground rules on presentation and setting out work - display these. Children in Y2 upwards should write the date on the top line and underline it. All work should have a Skill on it- written by child/ teacher or printed out. In Y2 upwards children with no SEND are expected to miss a line under the date and write the skill on the next line down, this should not be underlined. Children should re do work which is not presented to the best of their ability and in line with school policy. High expectations should always be maintained for all children including SEND.
- Marking is only of value if comments are read and responded to. Time should be allowed for children to respond to feedback.
- All work marked by a member of staff should be in **green** and written neatly in **cursive** script.
- Work marked by someone other than the class teacher should be initialled e.g. TA – teaching assistant, ST – supply teacher. Children marking their own work should do so in **red** pen, children marking their peers' work should be done so in **blue** pen.
- Pupils should be encouraged and trained to mark their own and other's work where they highlight success and areas for improvement. They should also be trained to sensitively feedback on how work could be improved.
- In- depth marking will be completed when appropriate in maths and in literacy. Marking must be manageable and not all pieces can be or need to be in-depth marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language. Comments should model the handwriting policy.
- All marking will be positive, informative and constructive and comments must relate to the LO and the SC. Feedback will only be given on what children were asked to pay attention to. In literacy detailed marking should include positive comment/s on areas of strength and a target to move the children's work forward. This should be in a challenge cloud.

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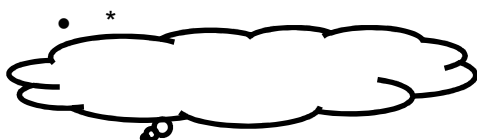
- Maths and other closed tasks should be marked with a tick and a . put next to incorrect answers.
- Children should be encouraged to leave incorrect answers and not rub them out. All working out should be shown in books and not done on paper or white boards.
- During the marking of work teachers will fill in the Next Steps area of their planning sheet, indicating what they children need to do next- be re taught the learning, reinforce a developing understanding with further work or move on to independent application problems.
- The teacher then uses this to inform the teaching for the next lesson
- The assessment sheet is filled in using the codes below to indicate a child's level of understanding-emerging-developing-secure. This is used to inform teachers planning for the next steps in learning and put interventions in place for children who are failing to grasp an age related expectation target.
- Any calculations, sentences etc that need to be corrected should be indicated in the challenge cloud, where appropriate.
- Useful comments are:
  o Reminders - What else could you say here?

- o Scaffolds – What was the dog's tail doing? The dog was angry so he......! Describe the expression on the dog's face.
- o Examples – Choose one of these – He ran around in circles looking for the rabbit/The dog couldn't believe his eyes.
- o Modelling- show the children what to do.
- Spelling corrections should be limited to the words the child should know and a maximum of 1 in Y1 and 2 in Y2 and above.
- Spelling mistakes will be underlined and written correctly in the margin. The child will then write the word 5 times when responding to marking and copy into their spelling logs to support future work.
- Punctuation marks relevant to the child's age related expectations will be marked. Punctuation mistakes will be inserted where omitted and circled, and circled where wrong.
- Time should be given, where appropriate, to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed after the last piece of work. Usually however this will be part of the teaching of the next lesson.
- Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, attainment in relation to age related expectations and the child's individual ability and will be used to inform teachers' records and reports to parents.
- Reading- Targets should be kept in the front of the reading record and be updated regularly. Targets should be referenced in comments after children have read in school. Reading records should be checked every Friday so that staff are aware of the frequency of children's reading and check progress towards targets. A comment should be made in the reading book on the frequency of reading and progress towards targets, the comment should be dated, signed and a smiley face given for reading three times a week. A regular reading sticker is awarded for regular reading over a three week period.
- Writing- Targets should be kept in the front of their Big Writing Books (Y2-Y6) or Writing Books (R/Y1). These should be reviewed regularly and referenced in marking.
- Maths- Targets should be stuck into children's books and regularly reviewed by staff. Comments in books should refer to the skill and success criteria and if the child achieved the learning intention. Comments may also include the level of independence of the work. Plans should also be annotated to inform future planning.
- All pupils will have 1:1 mentoring session with their class teacher every half term. During this session pupils will look at behaviour for learning, attitudes and targets for learning for Reading, Writing and Maths. These will be reviewed and progress colour coded every half term. This will be sent home to parents so that they can support their children at home to get the best possible outcomes.

6. Adjusting teaching to take account of results
Pupil feedback and marking will be used to inform future planning. Annotations on plans will be used to record assessments and inform next steps in pupils' learning.

7. Response to marking
All pupils to be taught to respond to marking, which should be part of an on-going dialogue about learning between pupil and teacher.

Marking Symbols

⭐	A positive comment, highlighting success criteria achieved.
(cloud)	Challenge cloud -Next steps in learning- re-teaching, reinforcement activities or independent application problems. These will be planned in to be part of the teaching in the next lesson.
Spelling	Underline incorrect spelling. Write correct spelling in margin or under work. Pupil should write out spelling 5 times.
◯	Incorrect punctuation circled
∧	Word missing
⁄⁄	New paragraph
Ⓘ	Independent work
(TA)	Worked with Teaching Assistant
Ⓓ	Discussion
GP	Guided Practice
PT	Partner Teaching
M	Moderate help from teacher
H	High level of help from teacher
VF	Verbal feedback
Green marking	Teacher feedback
Red marking	Pupil self- assessment
Blue marking	Peer assessment

Codes for updating assessment sheets.

●   taught-   emerging understanding

/   reinforced learning-   developing understanding

X assessment shows ability to remember and apply knowledge - securing understanding

[   ]   Assessment shows learning is secure and can be applied.