

The James Oglethorpe Primary School



Marking and Feedback Policy

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Approved by Governing body Name: Role:	Signed: Date:

The James Oglethorpe Primary School
Marking & Feedback Policy

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

Introduction

This policy describes the process of marking and assessment of pupils' written work. Teachers also need to be aware of the importance and value of assessing children through classroom dialogue throughout their time in primary school, but particularly in the Early Years Foundation Stage and Key Stage 1.

Observation and discussion are vital tools in the assessment of all subjects but particularly in Art, Music, Design and Technology and PE.

Intent:

- To recognise, encourage and reward children's effort and achievement, and to celebrate success.
- To provide a dialogue between teacher (or other adult) and child; and clear, appropriate feedback about strengths and areas for development (e.g. Next Steps) in their work.
- To improve a child's confidence in reviewing their own (and others') work and setting future targets, by indicating the 'Next Steps' in learning.
- To indicate how a piece of work could be amended and improved in relation to given 'Success Criteria'.
- To help pupils to develop an awareness of the standards they need to reach in order to achieve end of year age-related expectations.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning objectives and assessment criteria achieved.
- To assist future curriculum planning.

Marking should highlight positive aspects, and be clear and appropriate in its purpose – it needs to be constructive and the outcomes need to be an integral part of planning if it is to impact upon learning. Marking is a means by which positive reinforcement can be displayed or correction of errors can be identified. Work that is left unmarked or not returned, can give pupils the wrong message i.e. the work is of no value, the teacher cannot be bothered to mark the work so why make an effort or that the work is satisfactory when this is not the case.

If pupils are to develop as independent learners, with an awareness of their own strengths and targets for development, it is essential that:

- They are made aware of the learning objective, the purpose of the task and the relevant success criteria.
- The learning needs of individual children are catered for, and that the work is pitched and assessed appropriately.
- Pupils have the opportunity for peer and self-assessment and pupils need to develop skills in identifying how to improve their work.
- Pupils' work is marked in such a way that achievement is acknowledged and teaching points are identified.
- Where appropriate, marking and feedback is linked directly to children's individual targets.
- Learning is underpinned by the confidence that every learner can improve.

Wherever possible marking takes place with the children, e.g. during individual conferences and guided writing groups. Marking should offer guidance as to the extent to which learning objectives and success criteria have been met and it should suggest the next steps children need to take in their learning.

Implementation:

Teacher Marking and Feedback

All marking by teachers and TAs should be carried out in red pen and by children in blue pen. Marking should always lead from the teachers' learning objectives (L.O.).

Teachers should explain their objective (L.O.) to the children in suitable terms to enable their understanding of what they are expected to have learnt by the end of the lesson (sometimes this will not be shared at the beginning of the lesson but the children may be asked to identify it for themselves either during or at the end of the lesson).

By the end of Year 2, the majority of children should also begin to write the L.O. in their books and this practice should continue throughout Key Stage 2 (using DUMLUMS). However, the teacher should use his/her discretion depending on the ability of the children; for example, L.O.s written by an adult in KS2 for LA and SEN children (L.O. labels are used in EYFS and KS1).

The objective for that lesson should be the main focus for the marking of the work. Teachers should include the success criteria in order to direct the learning outcomes and to give children every opportunity to demonstrate their learning. Adults should also comment on the non-negotiables; i.e. common exception words and handwriting.

L.O. Learning Objective...

This is used to make explicit the lesson's learning objective(s) and the skills required to all involved in the lesson.

Success Criteria

This identifies the steps to success to achieve the stated objective(s).

Literacy and Foundation Subjects Marking should identify:

- (Highlighted in green highlighter) What has been done well against the learning objective
- (Highlighted in yellow highlighter) What needs improvement
- Next steps in red pen will include how to make the improvement, i.e. 'closing the gap' type questions that relate to the objective for the lesson. The closing the gap question is not required for every lesson.

or

- Next step could be to go back and correct misconceptions to consolidate.
- Pupils should respond in blue pen.
- In literacy or cross curricular writing, a success criteria toolkit should be used for pupils to self and peer assess in blue pen. Children mark the number of the SC they have met in the margin of their work and underline a feature of their writing they are proud of (years 1,3,4,5).
- Years two to six will underline a feature of their work they are proud of and complete a self and / or peer reflection on their writing.

Next steps will either be to **Correct, Consolidate or Challenge**.

Maths Marking should identify:

- Red pen should be used to tick the questions and dot the misconceptions.

- If the child needs to revisit the question then the dot should be highlighted in yellow to make it clear to the child that you expect it to be corrected in a blue pen.
- Next step comments should be made as in Literacy and Foundation subjects.

Marking stations:

- These can be located at a table labelled 'Mark Station' or mark sheets can be issued out at tables if this fits behaviour within a classroom
- Children mark 5 questions in blue pen using a tick or a . If the question has been marked with a blue dot then the child needs to discuss this with a peer/adult to unpick what/why they have made the mistake. Evidence needs to be written in book of this 'unpicking'
- It is advised that no more than 3 pupils mark at a time at a 'Mark Station' to reduce off-task discussions

When should marking be carried out?

- Basic marking should be carried out for all pieces of work and should be marked by either self or peer assessment or by an adult.
- Deep marking (including highlighting in yellow and green and allocating Next Steps for children) should be carried out for at least one piece of writing each week (in Literacy and Foundation subjects) and one piece of Maths work in years 1-6.
- 1 piece of work for a single foundation subject should be marked per week, and each subject at least once per half term.

When pupils should respond:

It is essential to allow time for pupils to follow up on marking feedback. If nothing happens after marking, it can give children the impression that they don't have to do anything to improve their learning. Marking should motivate pupils to be independent. Adults need to mark the pupil response.

- Either during early morning work the following day
- or
- The first five minutes of a lesson (following marking that involves closing the gap questions).
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- All children should sometimes be encouraged to self-evaluate and identify their own successes and look for an improvement point. The plenary can then focus on this process as a way of analysing and learning.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Example of a success criteria toolkit

L.O to write a recount	Self
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1.	Events retold in chronological order	
2.	Ambitious vocabulary (e.g. adjectives, personification, similes)	
3.	Time adverbials to link paragraphs (e.g. Meanwhile, Whilst)	
4.	Interesting sentence openers (e.g. ED-ING-LY)	
5.	Complex sentences (including subordinate clauses)	
Challenge:		
Peer comment:		

How effective is your marking feedback on learning?

Some things to consider:

- Can the child read your comments?
- Can children understand what your marking comments are telling them to do?
- Are comments positive and reflect a growth mindset?
- Do you allow children time to read your marking feedback?
- Do you allow children time to make improvements to their work?
- Have you shared the success criteria for assessment with children so they understand what they are aiming for?
- Have you modelled what a good piece of work looks like?
- Are your comments instructional e.g. **go back and add xyz**

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal feedback
- Child's voice – direct speech scribed by an adult (in black pen)
- Annotation of work and photographs by staff (in red pen)
- Correction of letter or number formation using a yellow highlighter pen for pupils to write over the top of.

Verbal Feedback/conferencing:

Verbal feedback is responding to pupils learning needs in the moment, and teaching throughout the lesson.

Conferencing is a more in depth conversation whereby pupils are guided to reflect on the successes of their work and their own areas for development. This can be an opportunity for teachers to make a teaching point to move pupils on and to further challenge pupils who need it. Children come away knowing what they need to focus on in their next piece of writing.

Pupils are in control of their learning and can talk about how they have been successful in their work and how they feel they need to improve. Teachers are the facilitators to pupil progress and guide and encourage pupils to reflect on their work using skilled questioning and purposeful feedback. Feedback is timely and given to pupils 'in the moment' to move learning forwards. It should be clear to see in pupil books where pupils have independently reflected upon and edited their work in blue pen, and where they have responded to teacher feedback using their purple pen.

Where pupils have responded to adult feedback, pupils have set themselves a target for improvement, and It is clear over time this has been achieved in subsequent pieces- progress is evident. **Teachers do not write in pupil books** in addition to the conference. Marking of extended pieces should still indicate the 1-3 ticks next to the LO and the NS (Next Step) underneath work to support learning. An example of marking can be seen in **Appendix A**

Impact:

As a result of effective written and verbal marking:

- There is a common and consistent approach to marking work across all year groups.
- Children are able to understand and explain what teachers' marks mean and use them to improve their learning.
- Children can comment on their own and others' work showing understanding of ways to improve.
- Teachers identify strengths and areas for development and pupils can reflect and evaluate their own progress.
- Children are involved in setting realistic targets for themselves and review achievement of these targets.
- Teachers will use the assessments derived from their marking to inform future planning.
- Progress is evident

Marking Codes

Used	Code	Meaning
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Whole school	Red pen/ ST	Marked by Teacher /Supply teacher		
	Blue pen	Pupil response		
	Purple pen	Pupil response to a verbal feedback NS/conference		
	VF or VF	Verbal Feedback		
	WS	With support		
		LO secure	LO developing	LO emerging
	Green Highlighter (from spring term in R)	Highlight against the L.O.		
	Yellow Highlighter (from spring term in R)	Not linked to the L.O. but picking up on common misconceptions or errors		
	NS	Next Step		
	Ab 21/01/16	To indicate pupil absent next to the LO and date (do not start a new page every time)		
	Sp (margin) Hapy	<p>Teacher discretion depending upon ability of the child</p> <ul style="list-style-type: none"> Underline the part spelt incorrectly (tricky bit) and write correction on top [up to a maximum of 5 words]. Pupil writes the correct spellings out underneath the work (or) Underline the part spelt incorrectly and pupils have to look up the correct spelling of the word and they write it on top (or) Teacher does not underline the incorrect part of the word and then child must identify which word in the line they have spelt incorrectly. 		
	KS1 and KS2		Correct answer	
		Incorrect answer and pupils need to correct in blue if highlighted in yellow		
KS2	P (margin)	Any punctuation mistake e.g. capital letter, full stop, commas etc. [up to a maximum of 5 examples]		
	//	To indicate new paragraph		
	^	To indicate an omission		
EYFS only	Black Pen (CV)	Child Voice recorded by the adult		
	I	Independent work		

Monitoring and Review

- This policy will be monitored through further consultation of staff and through the planned reviews.
- Children's workbooks will be monitored by the SLT, subject leaders and Phase Leaders, with written and verbal feedback given to individual members of staff.
- Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.
- Subject leaders will monitor subject specific marking as part of their monitoring role.
- Pupils self-mark in blue pen
- Pupils write NS in their book and then complete their next step in blue pen also

Appendix A- Marking during Covid 2020-2021

Maths

- Pupils will self-mark their maths work; however, this should be checked at the end of a lesson and any misconceptions followed up throughout the week.
- Please ensure children leave their work out on their desk for you to see so you are not flicking through books. teacher will take notes on who needs more support, and who needs a further challenge. Make use of traffic lights, AFL so you know who needs a verbal next step with modelling etc, and who needs a challenge NS.
- Next step tasks can be stuck in by pupils, can be displayed on the board or given to pupils

on post-it notes.

- Normal self-marking and markstations apply that if the pupils mark a problem incorrect they need to unpick and explain where they went wrong.
- Pupils can use calculators to self-mark self generated questions- KS1 may need to limit use of self-generated problems.

Writing

- Pupils complete their small 'build up' pieces in their draft book, and longer 'final pieces' (which are on the curriculum map) in their best writing books.
- Pieces done in a draft book are self-marked by the pupil as a response to verbal feedback. Teachers do not handle these books. Teachers 'helicopter' in the lesson and give feedback as appropriate.
- Pupils self mark in blue pen and make teacher guided changes in their purple pens.
- Work in 'best books' is marked by the teacher, following the usual marking expectations. Teachers are to take extra hand washing precautions and wear a facemask if need to avoid touching
- Pupils still have a taught edit and up-level lesson, which they do in blue pen.
- Pupils write on every other line in their best book to allow for editing and self-assessment marking

Spelling tests and RWI spell, Grammar, Reading

- Children to self-mark their work as a class
- use verbal feedback for next steps and corrections

Topic:

- Teacher must wash and sanitise hands before and after marking. Make sure not to touch your face, use a mask or face shield if necessary.
- Books go into quarantine for 72 hours.
- One subject in depth marked a week- including a next step.
- Make use of pupil self- marking and verbal feedback where possible, especially for subjects not being in depth marked. Still prioritise cross curricular writing for marking
- Usual marking codes and procedures apply