

Easington C of E Primary School

Marking and Feedback Policy

Chair of Governors.....Date.....

Reviewed – September 2023

Next Review Date – September 2024

INTRODUCTION

We value good communication with children regarding their work. Regular and consistent feedback on a child's work-both verbal and written-is one of the most important assessment strategies available to the teacher. Undertaken thoughtfully and constructively it can prove highly influential in motivating children, and is a key element in the realisation of our aim to "promote the highest academic standards in all aspects of the curriculum by ensuring that all of our children learn and make progress."

AIMS

Marking and feedback enable the teacher:

- _ to monitor the child's understanding and ability to apply skills learned;
- _ to identify and celebrate children's achievements;
- _ to identify areas for further improvement so that children are able to answer the question "What do I need to do next to improve?"

PRACTICE

Marking/responding is essentially context led, i.e. the nature of the response is largely determined by the lesson/task objectives and success criteria. As a consequence, certain aspects of a piece of work will be closely scrutinised while other factors may not be emphasised. Feedback needs to focus on the success criteria for the lesson and **should be used to advance children's learning/challenge them further**. Teachers will mark in green ink.

It is an expectation that teachers will be active during lessons after the initial Quality First Teaching input. The reason for this is so staff can continuously gather Assessment for Learning (AfL) information in order address misconceptions before they develop and form a barrier to learning and provide feedback (Verbal Feedback-VF-annotated with a key word of what the feedback was) to either celebrate or consolidate a piece of learning. Staff are also expected to ensure that basic skills are of the expected standard and provide timely and appropriate feedback if they are not.

In order to provide a specific focus for both children and staff, Learning Objective and Success Criteria labels are used to indicate **what** the children are learning (objective) and **how** they are expected to do so (Success Criteria). The success criteria is broken down into 'Expected Progress' indicating what the majority of the class should be able to achieve by the end of the lesson and 'Exceeding Expected Progress' which indicates how the children can make more than the 'expected progress' within the lesson. The 'Exceeding Expected' progress criteria can also be used to challenge the Higher Ability children.

Contained within the Learning Objective label is a Self and Peer assessment section, which the children can use to give an indication as to how well they believe they have achieved within the lesson. This self-assessment is in relation to the specific success criteria of the

lesson. This can then be compared, by the child, to the teacher's assessment of the learning. A simple code is used to assess work:

A tick '✓' is used to indicate that the success criteria has been met.

A 'P' is used to indicate that the success criteria has been partially met.

A '·' is used to indicate that the success criteria has not been met.

When peer assessing, the children analyse other children's work to identify successes in relation to the specific success criteria of the lesson, using the same marking codes. The children have been trained specifically with regard to how to complete both assessments accurately.

In order to provide feedback on the overall success of the lesson, each Learning Objective label is colour coded in a box adjacent to the Learning Objective.

Green indicates that the objective has been met.

Orange indicates that the objective has been partially achieved.

Pink is used to indicate that the learning objective has not been met.

In line with our School Vision of *'May we give them the roots to grow and the wings to fly'*, from September 2022, teachers will use the **'Glow and Grow'** approach to feedback across all subjects. The **Glow** part of feedback (indicated by a lightbulb) will highlight to the child a particular strength of a piece of work. This could link directly to the Success Criteria of the lesson, or be a more generic comment that is specific to that particular child.

The **Grow** part of the feedback (Indicated by a flower) will involve teachers writing a question that the children must respond to in order to consolidate or extend their own learning. It is an expectation that children will complete this feedback in pink ink at the end of a piece of work. **Teacher's professional judgement will be used to decide when Glow and Grow is to be used to highlight strengths and to consolidate/enrich learning.** They can be used together or separately depending on the subject/piece of work.


Learning Objective Label

Date:		Teacher:	
Learning Objective:		L.O. Achieved?	
Progress	To have made progress by the end of the lesson:	Self / Peer	Adult
Expected			
Exceeding expected			

Margin marking

Margin marking is used by teachers in Key Stage 2 during lessons. The purpose of this is to provide feedback at the point of learning for effective AFL, and so that mistakes can be addressed immediately by the child. Codes are also used in Key Stage 1; however, misunderstandings and mistakes are highlighted by the teacher directly, rather than in the margin. Please see below the codes used for feedback below:

Key Stage 1

GLOW	Something the child has done well/a strength in their work
GROW	Something the child needs to do to consolidate or extend their learning.
A	Issue with Capital Letter - underline letter in KS1 as well as A
*	Sentence does not make sense
sp	Spelling mistake
went out ○	Punctuation – circle at the end of the sentence to show punctuation is missing
//	New paragraph
thedog 	Finger space
VF -	Verbal Feedback (short comment e.g. presentation)

t ○	Tense – Y2 GD (Summer Term)
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Key Stage 2

GLOW	Something the child has done well/a strength in their work
GROW	Something the child needs to do to consolidate or extend their learning.
A	Issue with Capital Letter - missed or misused
*	Sentence doesn't make sense
sp	Spelling mistake
.,!?	Punctuation
//	New paragraph
t ○	Tense
VF -	Verbal Feedback (short comment e.g. presentation)

Support

Codes are used to indicate the level of support a child has received to help them complete the work set. If there are no codes on the piece of work, this means that the child completed the work independently.

WS	With Support
GW	Group Work
WC	Whole Class

Writing

In KS1 and KS2, writing is marked to the Success Criteria of the lesson and basic skills (punctuation, presentation etc). **Teachers will use the Glow and Grow approach during the writing process (drafting, editing, improving) to ensure that the final piece of writing is of the highest standard possible.** When Verbal feedback has been given this is indicated with VF and a key word as to what the feedback is about e.g. 'VF-new paragraph', 'VF-great idea' etc. Children are required to respond to this Verbal Feedback immediately in pink pen.

In KS1, where basic skills are lacking (missing basic punctuation, capital letters etc) this is indicated with a circle, in green ink, where the mistake has been made. In KS2, 'margin marking' (as mentioned above) will be used to indicate these basic skills errors-this entails the teacher indicating errors in the margin of the line of text where the errors are present. The children must correct these basic errors during the lesson or at the beginning of the next lesson ('Growing Time').

For any spelling errors, these are indicated with a straight line underneath the error and the children are required to correct each spelling three times at the end of their work.

Maths

Marking is mainly through verbal communication during the activity, with limited written comments, as mathematical concepts are easier to explain and demonstrate face to face. When Verbal feedback has been given this is indicated with VF and a key word as to what the feedback is about e.g. 'VF-good accuracy, 'VF-check this calculation' etc.

Correction time

To provide well-defined steps for further improvement or to address misunderstandings quickly, Correction time is used in feedback. Glow is used to highlight strengths within the piece of work. Grow is used if children have understood the activity they complete a further challenge in order to stretch their understanding and develop progress. If a child has misunderstood the concept or found it challenging they are given a correction to complete either independently or with support.

Correction time is a vital part of our feedback within maths. Children are given time to complete their corrections before beginning on their next piece of work when appropriate and related to age/ability of child.

Foundation Subjects (e.g. Science, History)

There is an expectation that every piece of work should be marked to the Success Criteria of the lesson and the basic skills (as detailed above) of English. The Learning Objective (written by the child) should be colour coded by the teacher indicating the success of the lesson-a small tab of the correct colour (green, orange or pink) to indicate the success of the learning. Teachers will still provide VF and ongoing AfL during foundation lessons in order to maximise the learning. **It is an expectation that teachers will use the Glow and Grow**

approach when appropriate in order to consolidate or enrich the learning that has taken place.

Marking and Feedback in EYFS

In EYFS, we value and actively foster building positive relationships with our children. To ensure this feedback will always be given verbally and instantly to the child in the form of a constructive and positive conversation. Thinking deeply about the child and taking into account their developmental needs enable the EYFS teacher and TA to challenge and extend the child's next steps in learning.

Transition into year one will see a small shift into marking scheme codes. These visual symbols will provide children with further prompts for their next developmental targets in Key Stage One.

Support

If a child has worked with support this is indicated by TS/AS.

Reflection on feedback

Opportunities are provided for children to reflect on written comments especially if it is following on from and directly relevant to the piece of work last marked.

However, it is far more powerful to provide such opportunities as integrated feedback while the child is actually engaged in the task. This can be accomplished in a range of ways, including:

- Asking questions to prompt the child to reflect on what they have done and self correct;
- Using good models of work during a lesson against which children can compare their own efforts;
- Identifying common errors and drawing the children's attention to them;
- Peer and self assessment.

Checking on pupil response

It is important to check that the child has acted upon the guidance provided in written comments. This can be undertaken most readily in focus groups, when the teacher can refer back to comments and points raised from previous marking, and discuss them with the children. Children should respond to feedback in pink ink/red pencil. **Once the feedback has been completed, the teacher should mark, tick and initial the response to acknowledge its completion.**

Peer and self-assessment

We value peer and self-assessment as two of the most useful forms of feedback as they promote independence in learning.

- We frequently and consistently encourage children's self-reflection on their learning and guide children to identify their next steps.
- We plan peer assessment and self-assessment opportunities, for example with 'pair and share' opportunities during class questioning.
- We explain the intended learning outcomes behind each task while ensuring that children are aware of the opportunities that learning presents
- We provide children with clear success criteria to help them assess the quality of their work
- We develop children's ability, over time, to assess their own work and the work of others
- We give children opportunities in lessons to discuss and reflect on problem-solving and reasoning strategies, comparing and evaluating approaches