



**THREE
LANE ENDS**
ACADEMY
THRIVE • LEARN • ENJOY • ASPIRE

THREE LANE ENDS ACADEMY

MARKING AND FEEDBACK POLICY

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Date:



MARKING AND FEEDBACK POLICY

Introduction

Assessing pupils' learning and progress is a vital part of teachers' professional work. It should celebrate pupils' learning, recognise their achievements against the shared learning intentions and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil.

We take a professional approach to the tasks of marking work and giving feedback on it. Each teacher may apply some individual approaches to this task, and the type of feedback given will need to take into account the age of the pupils, but we have a system of consistent practice in the way work is marked, and the use of marking symbols, in order to enable pupils to understand the feedback given.

All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

Aims and objectives

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

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement; the main objective of marking and feedback is not to find fault, but to help children learn; if children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and what they need to learn next;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them, and show them how they can improve their work in the future;
- promote self-assessment, whereby the children recognise their learning challenges, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment (see Assessment Policy);
- provide the ongoing assessment that should inform our future lesson-planning.

Principles of marking and feedback

We believe that the following principles should underpin all 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;
- marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed;



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- marking should always relate to the lesson intention and, where appropriate, the child's own personal learning targets; the child must be able to read and respond to the comments made, and be given time to do so; therefore, teachers' handwriting must be legible and model an age appropriate style to the pupil; 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, and may vary across year groups and key stages;
- comments will focus on only one or two key areas for improvement at any one time;
- teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning intentions and the success criteria for the task right from the outset;
- whenever possible, marking and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate;
- marking should be constructive and formative;
- for one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established;
- feedback may also be given by a teaching assistant, or through peer review;
- group feedback is provided through lesson plenaries, and in group sessions;
- feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets;
- teachers will note common errors that are made by a significant number of pupils and use them to inform future planning;
- marking will always be carried out promptly, and will be completed before the next lesson in that subject.

Implementing the marking policy

Teachers always make clear the expectations for the presentation of a piece of work, in terms of headings, dates, lay-out etc. These may be specific for particular types of work, for example, numeracy. These have been taught and may be on display. They make it clear what well-presented work in the subject looks like.

For consistent presentation we ensure that:

- All work is dated and underlined (short date for maths and long date for literacy.)
- The toppers, with learning intention and success criteria, should be placed at the top, underneath the date.
- Children will be encouraged to write neatly, applying the cursive handwriting style.
- When marking a piece of work, the cursive handwriting style will be applied by staff.
- If support staff or supply teachers mark a piece of work it will be dated, the appropriate symbols used e.g. SW and initialled at the bottom.

Every piece of work recorded in books needs to be marked before the next lesson. All work should provide constructive feedback, frequently, but where appropriate. Feedback should be detailed enough for children to understand and should include reference to the learning

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intention and steps to success. If a child has achieved their objective successfully, a challenge or next step should be provided to move their learning forward. If a child has not achieved their learning intention, a reminder or scaffold must be given to support the child's learning and address any misconceptions.

To provide consistency in marking throughout the school we will use the following to indicate to children that they have met the learning intention and what they need to do next to improve:

- The learning intention and steps to success will be stuck at the top of each piece of work to which the teacher and pupils will refer.
- Steps to success will be shared and referred to in every lesson.
- Sometimes, the steps to success may be agreed with the children during the lesson.
- If the learning intention has been met, it will be highlighted in green.
- If the child has not met the learning intention, it will have a green dot next to it.
- If the child has not met the learning intention, but has achieved some of the steps to success, these should be highlighted separately. This will demonstrate progress.
- Next steps comments will be written at the end of the marked work in green pen.
- Some next steps or challenges may be printed/typed for the children to stick in and respond to.
- Stampers and stickers can be used to indicate a great effort; however, it should not replace constructive feedback. They should be used in conjunction with each other.

Marking punctuation and incorrect spellings

- If a capital letter or full stop has been missed or misused, it will be indicated in the margin for the child to correct. A maximum of three capital letters/full stops will be corrected in any piece of writing. The same applies for other forms of punctuation.
- When correcting spellings 'sp' will be written in the margin. If it is a spelling that the child should recognise, it should not be corrected for them – just pointed out. If it is an unfamiliar spelling, the child should be asked to use a dictionary to correct it if they are able. A maximum of three spellings will be corrected in a piece of work. These will only be words the teacher knows the child should have spelt correctly.

Peer and self-assessment

Children will be encouraged to edit their work; this will be undertaken in pen or pencil, during the taught session, or in purple pen, when correcting misconceptions after marking.

Purple pen is introduced in KS1, when children are confident and can edit/check their work. This may be done small groups or 1:1 initially, before working independently to self-reflect.



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Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. They should be encouraged to self-assess and to respond, to the teacher's written comments.

When appropriate, children may review and mark their own or another child's work, but this should be with the learning intention and steps to success for the work clearly in mind, and involve peer discussion, rather than just giving the pupil a chance to play the role of the teacher. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own.

Children should be encouraged to assess their work ahead of final marking, using the shared Steps to Success for the lesson. These criteria will be displayed and can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.

In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

Pupil Response

To indicate response to marking, pupils will edit work or respond to comments in purple pen.

When pupils are given their marked work they are given time to respond to marking. In KS1 this may be supported by staff as a small group activity. In KS2 pupils will be given time to respond to comments that inform their learning in the form of a reminder, scaffold, prompt or challenge.

A reminder prompt: Most suitable for more able pupils as this reminds them of what could be improved without any additional support given.

E.g. Your target was to use an embedded clause – can you add one where I have starred?

We practiced looking for number bonds that help... can you use this method to help you correct your work?

A scaffold prompt: Useful for children who need more structure than a subtle reminder, this provides more support. This prompt could also be an effective way of adding further challenge for more able pupils.

E.g. Next Step: What adverbs could you use to describe how this character talks? I have added one into your work....Can you add another where I have starred?

It is important that you use this method to help you... I have started another example...can you complete it?

An example prompt: Successful with all children but especially middle or lower ability children, this prompt gives even more support by offering a choice of words/phrases or options for the child.

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E.g. Which of these adverbs best describe how the character is speaking: grumpily, angrily, mournfully or sulkily? Can you add this in an appropriate place in your work, using your purple pen?

Challenge prompt: Teachers poses a challenge to child.

E.g. The green step to success asks you to add a metaphor. Can you find a place to do that in your work? I have starred a possible place...Use your purple pen...

The next step would be to use grid method for TU X TU ... Look at my example and see if you can use it to help complete this challenge...

Monitoring and review

We are aware of the need to monitor and update the school's Marking and Feedback Policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy on an annual basis.

In future monitoring, the following questions will be posed:

- Does work scrutiny suggest that teachers are using the marking policy as agreed?
- Are children actively involved in assessing their own work?
- Have children taken on board corrections and attempted to rectify their mistakes or have they taken action on the next steps identified?
- Has marking led to evident progress in children's work?

Marking Policy

✓	Good
✓✓	Fantastic
VF	I have talked about my work to an adult.
SW	I worked with support.
Green highlighter	You have met the learning objective/steps to success in your work.
<u>Sp</u>	If a teacher writes this it is because you have a spelling you need to correct.
c fs	If there is a 'c' in the margin, there is a capital letter missing on that line. If there is an 'fs', it is a missing full stop.
P + ? !	If there is a piece of punctuation in the margin, there is one missing on that line in your work.
c	If there is a c in the margin, you have used a capital letter when it was not necessary.
fs / /	If there is a punctuation mark with a line through it in the margin, you have used it when it was not necessary.
^	If there is ^ a in between two words, you have missed a word/some words out.
~~~~~	If this line is under part of your work, it doesn't make sense.