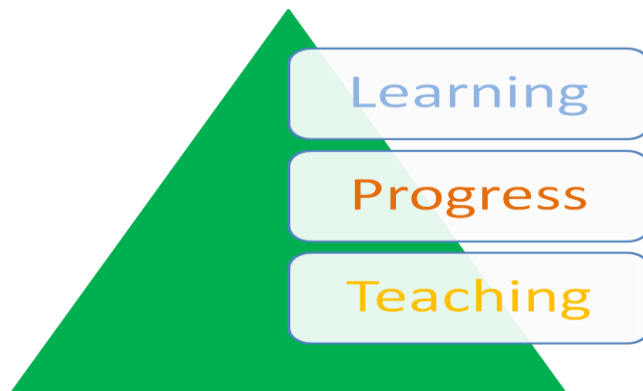


CASTILION PRIMARY SCHOOL

EFFECTIVE FEEDBACK & MARKING POLICY



Rationale: Assessment for Learning

Assessment for Learning strategies are used as a key tool in developing children's learning and progress. This policy relates to Effective Feedback and Marking.

Features of Assessment for Learning:

1. Learning objectives and success criteria: learning objectives are shared and discussed with pupils, so that they understand what they are trying to achieve and why (see **Assessment for Learning Policy**)
2. Oral feedback: this may be given while pupils are working, as part of a plenary or at the beginning of the next session and helps clarify the next steps in learning (see **Assessment for Learning Policy**)
3. Written feedback: written feedback helps pupils understand what they have done well and how they can improve. It is based on learning objectives and includes 'next steps' for pupils to complete (see **Effective Feedback and Marking Policy**)
4. Peer and self-assessment: pupils are given opportunities to assess their own work, and that of their peers, against agreed learning objectives and/or success criteria (see **Assessment for Learning Policy**). Pupils self and peer marking is included in the **Effective Feedback and Marking Policy**.

Effective Feedback and Marking

Marking will provide constructive feedback to every pupil. It will focus on success and 'next steps' against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. This document gives policy requirements for Key Stages One and Two. The **EYFS Learning and Teaching Policy** gives separate guidance for Effective Feedback in the EYFS.

This policy specifies in some cases how marking is to be undertaken. It also refers to examples of practice that can be found in the ***CASTILION OUTSTANDING LEARNING AND TEACHING DOCUMENT***.

Aims

Marking and feedback should:

- Be made throughout the lesson to reflect on the learning.
- Relate to learning objectives and success criteria, which have been shared with the pupils.
- Give pupils opportunities to become aware of and reflect on their learning.
- Give recognition and praise for their achievements.
- Give clear strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to feedback and make improvements during the lesson.
- Focus on small targeted 'next steps' within the context of marking towards the learning objective.
- Respond to individual needs: marking will sometimes be done in the presence of the pupil and sometimes in the absence of the pupil.
- Inform future planning.
- Be used consistently throughout each phase.
- Use consistent codes throughout the school, built up from KS1 to KS2.
- Encourage and teach children to self-mark wherever possible.

Implementation

Effective feedback and marking is a key tool in providing feedback to pupils learning and forms part of formative assessment which is essential in improving and moving pupils forward towards desired learning outcomes. Feedback and marking should be undertaken by adults and pupils.

Effective feedback comes under two main headings:

- **Specifying Attainment** is teacher feedback, which identifies specific aspects of successful attainment.
- **Specific Improvement** identifies where mistakes lie and how work can be improved.

Summative feedback/marking

This usually consists of ticks, question marks and crosses and is associated with closed tasks or exercises. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

Formative feedback/marking (Teacher and Learning Support Assistant)

Make time for pupils to respond to marking

Time must be given for pupils to respond to marking (5 to 10 mins):


- At the start of lessons
- The first 5-10 minutes of a lesson should, wherever possible, be used to get around the class to establish understanding and act on it where the work is too easy or too difficult.
- Model how to respond to feedback.
- Peer assessment in the plenary linked to the success criteria.
- Ask pupils to respond to your marking by commenting on your feedback.
- Either to up level, consolidate and reinforce strategy/concept by providing 1 or 2 examples (maths) or extension (if all work accurate), respond to open question / challenge, or next steps comment.
- Pupils should edit, self/peer assess work before it is marked.
- In order for the marking to be formative, the information must be used and acted on by the children.

Teacher Feedback Marking

Literacy marking

- All work must be marked.
- Writing tasks must be quality marked. Short comments, highlights and edits are sufficient for other tasks. This will include interim marking before the whole piece is completed.
- Other tasks e.g. SPAG, note making etc. should be assessed using highlighter (green, yellow, green) and comment where appropriate.

Quality marking

- Objective is highlighted (pink for think, yellow/orange or green for great)
- Within the piece of work, correct examples can be highlighted (no more than 3). Use your professional judgement - highlighting whole passages would be counter-productive.
- Write NSL  (next step learning) plus a pink arrow identifying an instant activity relating to the task. Make sure that what needs to be corrected is clear. Use purple pen.
- 'Next steps / closing the gaps'
- With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objective and secondly, and in a whisper, on other features. Identify what the child has done well, what they need to do to improve and how to do it.
- Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task and children's individual targets. The emphasis in marking should be on both success against the learning objective and improvement needs against the learning objective.
- Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved.
- Use learning questions when marking pupils' work' to encourage further responses and challenges in learning. Provide a follow up question linked to the skills children have been learning. Make question open ended. Link the question to knowledge, skills and the application of skills but remember, the questions linked to application will enable the most memorable learning.
- For younger pupils or pupils that are unable to read a teacher's comments, the work should be marked and read back to the child by an adult. However, it may be more appropriate for the teacher to shorten the amount of written marking by using visual symbols in order to highlight what the pupil has been successful with and what the next steps are.

- Feedback marking will always enable pupils to identify next steps in their learning. It will also help the teacher clarify a pupils thinking and thought processes and enable the teacher to set a new learning challenge.
- Ask pupils to respond to your marking by commenting on your feedback.
- NSL must be specific, appropriate to age / ability and manageable in 5 minutes:

Examples of NSLs

- A reminder prompt (e.g. 'What else could you say here?').
- A scaffolded prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he...', 'Describe the expression on the dog's face').
- An example prompt (e.g. choose one of these of your own: He ran round in circles looking for the rabbit. The dog couldn't believe his eyes).
- Highlighted pink spaces or arrows where adjectives are missing within the child's work. With more able children, you could write the word class in the arrow
- Write a sentence that you would like the child to punctuate.
- Underline a word that you would like uplevelled.
- Rewrite the underlined sentence so that it makes sense.
- Add an arrow where a conjunction could be used to join.
- Give reminders about grammar - tense, subject verb etc. - with the squiggle to show where they need to correct their work.
- Re-write this sentences (passage - no more than a couple of sentences) so it makes sense by checking the word order/grammar/too many ands.
- It must be a task that the child can complete on that specific piece of work. If you have given the child a green, it does not necessarily need an NSL but you may wish to give them one where appropriate.

- NSLs are expected for all un-greened writing tasks. Other tasks (basic skills, captions, comic strips, storyboards etc.) may not require an NSL.
- Ensure that the NSL does not contradict the colour you have highlighted the objective.
- All next step learning responses will be in **purple** pen. Editing within a lesson is a separate task. This should therefore be in pencil. Editing lessons are required with obvious redrafting of texts being evident.
- Teachers must then go back and respond to the NSL response. A tick is sufficient.
- EYFS data must be dated if it is being kept in the folder (although it also on the IPAD).
- Do not NSLs over several pieces of work which doesn't show progress (although the overall content looks like it is progressing) the child is not responding and moving forward to achieve that next step.
- Make sure highlighting matches NSLs. E.g. green highlighted for adjectives objective- with an NSL to use adjectives.
- Ensure that you include some positive feedback. If the objective has not been achieved then find something else on which to comment. E.g. well done for spelling the tricky word because. (This comment might be in the margin or at the bottom of the page.
- Success criteria grids are necessary if you have a broad LO (e.g. I can write a diary entry) as they are crucial in letting the child know what they have been successful in. This may be the case at the end of a unit when you want children to transfer their skills into one piece of writing. This can be an assessed piece in addition to the half termly set assessment.
- When writing LOs for work not to be formally assessed, the objective needs to be specific e.g. I can use adjectives in my diary entry or I can use subordinating conjunctions in my diary entry. This way, when you are marking you are highlighting in green evidence of their successes and in pink, areas to be











developed as part of the NSL where possible. The LO needs to link to what you are teaching in the modelled and shared writing part of the lesson. Too broad an objective will be impossible for the child to achieve within one lesson and for you to assess against.

- You may also find that you have an overarching objective for your whole class e.g. I can write a diary entry. However, each of your groups has a different focus based on their guided writing e.g. I can write a diary using powerful vocabulary/I can write a diary using paragraphs etc.
- If you want to give your children SC for a genre so that they can see all the features that they are trying to include, then highlight/bold 1-2 focus criteria that you have been teaching the children and these will be what you assess against. In the grid below, it is evident that you are reminding children of all the different criteria but you are marking against and focussing upon Paragraphs and Emotions.
- Initial your marking.

Example of SC/LO grid.

| | |
|--------------------------------------|---|
| Success criteria for a letter | ✓ |
| Address | |
| Date | |
| Dear.... | |
| Paragraphs | |
| Introductory paragraph | |
| Emotions | |
| Concluding statement | |
| Sign off | |

Big Writing marking

- All writing is marked in the same way.
- VCOP is written, with the focus identified by circling the letter.
- V
- C
- 
- P
- The letters are highlighted depending on the children's achievements e.g.
- 
- 
- 
- 
- Your comment needs to relate to the focus. Maximum three pieces of evidence of the focus to be highlighted green.
- Add your pink next step learning point with an arrow and identify where in the text they can improve this work. This could be next to the focus or underneath.
e.g.
- 
- 
-  - Great use of adverbs to open your sentences.  Can you reorder the underlined sentence so that it begins with the connective to open?
- 
- No other comments are necessary unless you wish to add comments in the margin of the work (Great word; well done you spelt a tricky word; great finger spaces) and tick any other good examples of VCOP - use your professional judgment.

Maths marking

- x = wrong
- □ = Tick for correct answer
- O (surrounding) = Identifying errors within calculations or figure reversals
- Highlight objective.
- Within the piece of work it does not need to be highlighted green because this is evident from the tick and cross.
- There should be pink circles, underlining or arrows where there have been errors made that you would like to be corrected (instead of c and instead of having both)
- Write NSL (next step learning) plus a pink arrow identifying an instant activity relating to the task e.g. Check these answers; re-read the question to check the operation; Make sure that what needs to be corrected is clear; re-plot this coordinate; try drawing an empty number line to help; try these questions (these would be extension questions moving the children on.)
- NSL → Calculate these questions again, making sure that the values are lined up accurately.
- Initial work that has been marked.

Foundation subjects

- One positive comment / symbol should be made.
- In foundation subjects - include 1x literacy improvement comment (Ofsted, 2012).
- Where codes are inappropriate, success and improvement should be pointed out verbally or in written form.
- Guided work in focus groups: expect to see examples of modelling e.g. maths strategy / sentence construction - expect to see marking within the session and/or verbal conferencing indicated (VC).
- Work to be initialled by CT or TA.
- Where appropriate, LSA's will be asked to feedback on the plan for the groups they are working with.

Accountabilities

- It is the responsibility of the class teachers to ensure that this policy is carried out.
- Each subject leader has got the responsibility for checking that the policy is being carried out in their particular subject area.
- It is the responsibility of the Learning and Teaching Leader and Assessment Leader to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of this policy.

Pupil's response to feedback

If the work has been distance marked by the teachers, children will be given time to reflect on the comments. This may take the form of responding to a question or the pupils thoughts on the 'next steps' given. This can be done as part of the next lesson or at various times throughout the week when the teacher feels that it is appropriate.

Pupil's self and peer assessment and shared marking

The pupils are expected to self assess or peer assess their work during the lesson against the learning objective and success criteria and to make improvements. If the work has been distance marked against the learning objective and success criteria, the pupils will be given the opportunity to respond to the comments, and make any corrections that they feel are appropriate. The aim of all feedback and marking is that it becomes a two way communication between the pupils and the class teacher.

Strategies that can be used by pupils to self and peer assess are outlined in the ***CASTILION OUTSTANDING LEARNING AND TEACHING GUIDANCE DOCUMENT.***

Pupil self-evaluation

- Pupils to self assess whether they have met the LI: traffic light system in KS2 (pink-not got it / yellow-nearly got it / green-got it) and 'smiley face' in KS1.

- Children should self-evaluate wherever possible and be given time to reflect on their learning. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.
- Success criteria: recorded in teachers plans for each lesson either before or after lesson - KS2 to record SC in books where appropriate as well to aid self-assessment.

Before the end of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2, unless teachers feel younger children are ready for this. Where pupil's peer mark and/or support the pupil's should write their names by their comments.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality etc.) should be decided, and then put up as a poster.
 - Encourage children to talk about what they have learned.
 - Children should self-evaluate wherever possible and be given time to reflect on their learning. Children can identify their own three successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Peer evaluation

- Pupils to peer assess whether their peers have met the LI: traffic light system in KS2 and 'smiley face' in KS1.
- Children should peer assess wherever and be given time to reflect and discuss learning with their peers. Children can identify their own successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.

Shared Marking

- Using one piece of work from a child in another class to mark as a class, using visualiser, at regular intervals, models the marking process and teaches particular points at the same time - also up levelling (see Big Writing).
- Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.
- Display children's work showing the process.

Other Adults

- Teaching Assistants will initial work which they have supported. They may comment when working with individuals / groups.
- Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the policy requirements.
- Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the welcome pack on arrival in the school.

Equality of Opportunity

- All pupils will have their work marked in accordance with this policy.
- **SEN and Inclusion:** Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities.

Quality Assurance

Effective Feedback and Marking will be quality assured in line with the requirements of the Quality Assurance Policy.

Members of the Leadership Team and Middle Leaders will regularly ask pupils if they know their 'next steps' to ensure they are owning their learning experience.

Editing Codes

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in

one space of time. When work is finished, ask children to check for things *they know are wrong in their work* when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up.

Editing Code

- Support - prompts or comments written in the margin
- O = punctuation incorrect, letter reversal or missing punctuation
- Spiling = underline spelling error (indicate if you would like children to correct and where)
- We was there = grammar error or a sentence/word does not make sense
- // = new paragraph
- / = new line
- ^ = missing word

It is an expectation that:

Maths

- Should be marked every session to inform planning. Work should be quality marked once a week with an example of how to improve and a scaffolding comment if appropriate. Teachers should model calculation and/or problem solving strategies in pupil's books.

English

- Two groups of the Big Writing session work should be quality marked and the outcomes shared with pupils.
- 50% of the remaining literacy work should be quality marked *or*
- Appropriate pieces of writing to have relevant aspect of VCOP highlighted in appropriate colours i.e, traffic light colours. If there are good examples of the use of VCOP in the pupils writing then these should be highlighted against the objective.
- In upper KS2 - other aspects of SPAG may need to be marked and feedback given.
- With non-Big Writing session work VCOP will be marked if appropriate. Marking should be against the LI using the traffic light system.

- All remaining work should be acknowledged by a tick or initial and the date and a comment if appropriate.
- Plan in a session for verbally feeding back after quality marking a piece of work, this can be done as a focus group activity if appropriate.

Levelled Narrative

- Half - termly - mark using criterion scale sheet - during Big Writing session - highlight target for next time based on this work or write a comment.
- Completed in Big Writing session - no support given. Link task to Big Writing focus.

Science

- Each piece of work should be marked.
- Two pieces per unit should be quality marked with a focus on knowledge/ understanding and SC1 Scientific Enquiry Skills.
- Marking should also take account of literacy improvement points (Ofsted, 2012)

Foundation subjects

- A balance of quality and acknowledgement marking should be used. Marking should be supporting pupils in understanding their strengths and areas for development.
- Marking should also take account of literacy improvement points (Ofsted, 2012)

