

# Euxton Church of England Primary School

## Marking and Feedback Policy



### **Mission Statement**

In our Christian family, we all SHINE in the light of Jesus.

This policy complements our Teaching and Learning policy, helping to maximise the full learning potential of all our children.

### **Policy Principles**

- Wherever possible, children should be involved in feedback and marking practices, encouraging a dialogue for learning between children and adults.
- Feedback may be written and/or oral.
- It may be immediate or reflective (ie. working with the child or marked away from the child)
- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge.
- Feedback and marking should predominantly focus on the learning objective and success criteria. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels.
- It should also take into account children's targets and their progress towards these.
- Feedback and marking is constructive and should be seen by children as a positive means to improving their learning.
- There will be a consistent approach to feedback and marking throughout the school with set codes and strategies in place.
- It will be underpinned by the confidence that every child can improve.
- Marking and feedback should be accessible for parents and carers.
- Marking and feedback should develop a culture which allows mistakes and risk taking.

### **Feedback and Marking in the AfL Cycle**

Effective feedback and marking is embedded in the assessment for learning cycle, whereby:

- Children are clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc)
- Skilful questioning is used to explore children's understanding; identify misconceptions; challenge and develop thinking and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning identifying areas of success and opportunities for improvement.

## **Marking Strategies**

Marking should be positive, clear and appropriate in its purpose, offering constructive feedback linked to the learning objective as indicated in the title of the work. The outcomes need to inform planning, teaching and learning. Children need to be able to read, understand and respond to comments

### **Verbal Feedback:**

Verbal feedback is potentially the most effective form of feedback. The language of the classroom has an enormous impact on the children, and should create an ethos where speaking freely about learning is good. Feedback can be given at an individual, group or whole class level. This may happen whilst the children are working or after the learning has taken place. This form of feedback is used across all key stages and is particularly appropriate for Reception and Key Stage 1 where children might not understand written feedback. Where verbal feedback has been given, the symbol  is used.

### **Acknowledgement Marking:**

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been discussed, in a group or whole-class setting. See attached codes in Appendix 1.

### **Quality Marking:**

This gives opportunity for further analysis and reflection on children's progress in learning. For this to be successful, children need to understand both the learning objective and the success criteria (see Appendix 2 for an explanation of these terms). The emphasis of the marking is to celebrate successes in learning and identify improvement needs or next steps.

Successes are marked by bubbles  and prompts or next steps are marked by building blocks . Pupils indicate to show that they have understood the comment, either with an initial or tick. Sometimes the teacher may set a task for the pupil to respond to, either underneath or within the piece of work. Where the improvement is to be made within the previous piece of work, the pupil will use a different colour pen/pencil to make the improvement (In KS2 children will use a purple pen to indicate improvement. In KS1 children will use traffic light coloured crayons). This enables the child to know what the teacher will be looking for in the finished piece of work. See Appendix 3 for examples.

### **Self – and paired marking:**

Pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement using the agreed success criteria. Marking will indicate whether a piece of work has been either self, peer or teacher assessed.

### **Timetabling Feedback and Children's Response**

Opportunities for giving feedback will be timetabled by each class teacher. This may include time before or during assemblies, Big Read times etc. Children will be given the opportunity to respond to the teacher's comments on a regular basis. This may take place at different times of the day in different classes. The response should be acknowledged by the teacher.

## **Expectations**

To inform marking and feedback, the learning objective and success criteria must be shared with children and visible for them to see and refer to. The learning objective will be recorded in the title of each piece of work.

Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on or initialed by an adult. Detailed feedback and marking will be given regularly in the core subjects and when appropriate in the foundation subjects, through the use of bubbles and building blocks. Marking may focus on a correction, an improvement, encourage the child to have a go at a more challenging example or apply their understanding to a problem. This will be dependent on what is being taught.

Adults will record (using the codes in Appendix 1) whether work has been done independently, with support or during a guided session. This will help when work is used for summative assessment. Spellings, punctuation and grammar will be marked in every subject when appropriate. The corrections will be appropriate to the level the child is working at.

## **Parents**

It is important that parents are aware of how the marking system works. This policy will be available on the school website at all times. The marking codes will be clearly visible in classrooms and on display at Parents' Evenings. Parents of children joining mid-year will have the marking policy explained to them.

## **Monitoring and Review**

Work sampling by the senior leadership team and subject leaders  
Discussion involving children and through School Council  
Lesson observations  
Impact on summative assessment results

## **Appendices**

- 1- Marking codes
- 2- Learning Objective and Success Criteria
- 3- Marking Prompts

## **Related documentation:**

- Learning and Teaching Policy.
- Assessment Policy.
- Special Educational Needs Policy.
- Able, gifted and talented Policy
- All subject policies.

Mairi Ash

# Marking Codes



A blue dot on the corner of a page indicates that it is an assessed piece of work.



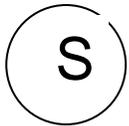
Bubbles show what you have done well in your work.



Building blocks tell you what your next step is to improve your work.



This means 'verbal feedback'. Your teacher has discussed your work with you.



Your teacher has supported you and helped you with your work.



This work has been done in a small group working with an adult.



If a word is underlined in green pen, this word has been spelt incorrectly. Your teacher will write the word correctly for you and put dots underneath where you should practice the correct spelling.



Check this section of your work makes sense and add in any missing punctuation or words.



You need a new paragraph here.



Independent work (indicated if child is not a frequent independent worker)

## Appendix 2: Learning Objectives and Success Criteria

Learning Objective: the learning which children are expected to attain by the end of the lesson.

Success Criteria: breakdown of the learning that is taking place. This is to be displayed in a lesson or in books.

Steps/ingredients that pupils need to include, to achieve the learning objective.

Eg.

	Learning Objective	Success Criteria
Maths	To be able to estimate acute angles and accurately measure using a protractor.	<ul style="list-style-type: none"><li>• Identify acute angles.</li><li>• Estimate approximate size of an angle.</li></ul> <p><u>Process Success Criteria</u></p> <ul style="list-style-type: none"><li>• Place the protractor so the numbers are the correct way up;</li><li>• Line the horizontal axis along the bottom edge of the shape;</li><li>• Move the cross along to the vertex of the angle;</li><li>• Follow the scale/measurement starting at zero and read off the size of the angle.</li></ul>
English	To write a story setting.	<ul style="list-style-type: none"><li>• Use adjectives;</li><li>• Use adverbial phrases;</li><li>• Draw on the senses;</li><li>• Use a range of sentence types to build atmosphere.</li></ul>

### Appendix 3: Quality marking

Bubbles refer to ways in which children have successfully met the learning objective using success criteria.

Building blocks help to move children further with their learning and may include the following types of prompt:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

### Literacy

Eg. LO: to use effective adjectives in a description

Child: *He was a bad monster.*

#### **Reminder prompt:**

*Try to think of a better word than 'bad'.*

#### **Scaffold prompt:**

*What kind of a monster was he? Change bad for a word which makes him sound more scary and write it in the box.*

*Or: . He was a .....monster with teeth like.....*

#### **Example prompt:**

*Try one of these or your own instead of bad:*

*ferocious*

*terrifying*

*spine-chilling*

Appendix 3: Quality marking (continued)

**Maths:**

Eg. LO: To identify the calculation needed to solve a problem

Child:  $10+10+10+10+10+10 = 60$

**Reminder prompt:**

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

**Scaffold prompt:**

6 bricks at 10cm high. Instead of  $10+10+10+10+10+10=$  you could do  $10 \times ? =$

**Example prompt:**

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication -  $6 \times 10 =$  or  $10 \times 6 =$