

ASHBURY MEADOW PRIMARY SCHOOL



MARKING AND FEEDBACK POLICY

March 2015

Marking and Feedback Policy

1 Introduction

Our purpose is to help children to be enthusiastic about learning and that they are involved in the learning process. The children need to know what they are good at and what they need to improve, so they can succeed.

The best motivation comes from the child's previous successes. We believe that celebrating children's achievements can raise self-esteem and thus raise standards. Therefore positive verbal and written comments given frequently are crucial in giving confidence for each child to learn.

Also the child needs to know how to develop and improve by recognising their errors and how they can improve their next piece of work.

2 Aims

- To provide a consistent, high standard whole school approach to marking to ensure continuity and progression.
- To show that we value their work, and encourage them to do the same;
- To boost their self-esteem and aspirations, through use of praise and encouragement;
- Through valuable feedback, show children what they can do and what they need to improve, ie Comment and Respond
- To encourage children to assess their own performance and to strive for improvement
- To match learning targets against achievement and involve children in the '**next step**'
- To promote self-assessment and peer assessment, whereby they recognise difficulties and are encouraged to accept and give guidance to and from others;
- To provide a basis for both summative and formative assessment;
- To provide ongoing assessment that informs future lesson-planning and enables the correct key skills to be matched on the daily differentiated sheets.
- To give pupils the chance to respond to marking comments during closing the gap or uplevelling lessons

3 Principles of marking and feedback

Rotation of Marking

To ensure that all staff are working with children equally throughout the week there is a rotation system. This allows groups to work with the Teacher, Teaching Assistant, independently and assess against peers. This is expected in Maths, Literacy and Topic books. Please make sure that TL, TAL, I, SA/PA are made clear after the learning intention.

Below is an example of the rotation. This should be in the classroom and should be clearly visible on your daily differentiated planning sheets throughout the week.

Monday

Red TL	Yellow TAL
Green SA/PA	Blue I

Wednesday

Red SA/PA	Yellow I
Green TL	Blue TAL

Tuesday

Red I	Yellow TL
Green TAL	Blue SA/PA

Thursday

Red TAL	Yellow SA/PA
Green I	Blue TL

Friday (Only for Maths/Topic as you will be doing your Big Write in Literacy.)

Red TL	Yellow TAL
Green SA/PA	Blue I

Throughout the week (Monday-Thursday) the peer/ self- assessment group will be using the different colours from the assessing without levels document for English. With all other groups staff should follow what is stated in this policy.

Marking should indicate:

I independent work

TL teacher led

TAL teaching assistant led.

A absent

P pupil or peer

Peer and Self Assessment

This should be encouraged from year one upwards and be based on success criteria and learning intention, it might involve self-assessment against success criteria or highlighting something good, e.g in writing, the appropriate colour corresponding to the assessing without levels documents should be used to underline the writing feature. Peer and self- assessment should be initialled by the pupils involved. Children should be encouraged to help their peers understand why they have made an error and / or how to improve it in their comments.

It may relate to a speaking and listening activity, in which case they make a comment in their peer's book relating to their performance.

Teacher Feedback - English/Foundation Subjects:

A green highlighter is used to show pupils what they have done well.

A pink highlighter is used to show pupils errors or examples of work that could be improved.

Comment (Green pen) should be positive and based on the LI EG. Fantastic use of short sentences that really gives impact to your writing.(With some examples of what they have done well underlined with a green highlighter)

Respond (Pink pen) should either correct a mistake, in which case a teacher modelled example needs giving to the child, or a request to up level should be given. EG Please rewrite paragraph two using higher level connectives and WOW words (with a modelled vocabulary example). In foundation subjects responses should involve questions to make pupils apply learning EG. In RE, application of Bible teaching to modern day situations.

Teacher Feedback - Big Write:

All Big write books should be marked weekly with a comment, respond and next steps. Upleveling sessions should be used to address issues or move pupils on. All pupils will either peer or self their work first using the appropriate colours linked to writing features from the assessing without levels documents.

Teacher modelling is an important part of explaining how to move on and must form part of a response where appropriate.

Next Steps.(Green pen) Should relate to the child's targets and either remind them to apply that target or tell them they have achieved it and now need to do to move on. (Ie; a new target)

Teaching Assistant Feedback:

Should follow the above marking principles for comment and respond, however teaching assistants are not expected to give next steps. Positive observational comments based on work supported and success criteria met should be used for practical activities.

Speaking and listening or practical activities:

Evidence may be in the form of photographs, feedback may be observational and relate to the LI. EG presented a well- balanced argument

In EYFS positive observational comments should be made using context, children's quotes and teacher comments.

Maths Marking

8 minute maths challenge

The 8 minute maths challenge provides effective mathematics marking which will ensure that pupils make rapid and sustained progress. Marking relates to work set in closing the gap the next day. There should be three groups in closing the gap according to assessments made from marking the previous day.

- Group 1. Children who achieved the previous lesson's work should work on a challenge (i.e children who got all green ticks - also check pitch if this is the norm for those children)

- Group 2. Ensure that children who did not achieve all of their work from the previous day do corrections and then work on the challenge. This group requires **specific modelling** of how to improve so that they can carry out their corrections independently e.g. the teacher may model how to use a number line to help a pupil improve. Corrections must be marked.
- 3. Ensure that Teacher and TA work actively with children with misconceptions or who did not understand - modelling in CTG by adults.
- This **must** be consistent across school

Clear impact of marking will be seen through this marking system.

High quality maths marking:

High quality marking should promote conceptual understanding.

Comments **linked to the learning intention** may be:

- A reminder & model ('Remember what happens to the digits when you divide by 10' ... then model it; provide practice opportunity)
- A question ('Which of these two answers for question 12 is correct? Why?')
- A directive ('Explain how you answered number 12')
- An unfinished sentence ('When we divide by 10, all the digits move ...')
- If all questions are correctly answered ('These are all correct. Can you tell me the rule?' or apply in a word problem)

Closing the Gap/ uplevelling session should be used to enable pupils to respond to their marking.

Work should be marked daily so that pupils can respond the next morning and marking outcomes can feed into the daily differentiated sheets.

Other Points

- Children should work on one side of the book for Maths, English and Big Write , leaving the opposite page blank for teacher feedback, and pupil responses. Left side blank for right handed pupils, right side blank for left handed pupils.
- Photographs should be taken to record practical learning and they should be stuck in books for easy reference, with observational comments linked to the LI.
- Teaching Assistants need to follow the same marking approach as teachers and if they are unsure of any aspect of marking the work, they should ask the teacher. TAs and supply teachers should initial work they have marked.
- If a learning intention is met then highlight the learning intention in green to indicate that. Children need to be taught that highlighting the learning intention means they have achieved it. If it is not met, highlight the first few centimetres only in green, as this indicates to other adults that the LI was not met.

5 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 in two years, or earlier if necessary.