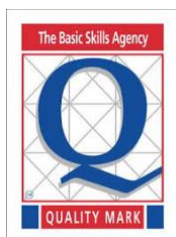




THE SAINTS FEDERATION

Marking Feedback Policy



Organisation	The Saints Federation
Title	Marking Feedback Policy
Author	School/Governing Body
Owner	Head teacher and Governing body
Protective marking	NOT PROTECTIVELY MARKED
Review date:	Every Three years or sooner if needed

Revision history

Revision Date	Revision	Previous version	Description of revision
March 2024	1.0		Policy changed to federation

Signed by Chair of Governors on behalf of the Governing Body:

.....

Signed by the Head Teacher:

.....

Date approved: (by full Governing Body)

Date of review:

1) Mission Statement

We believe feedback and marking should provide constructive feedback to

every child. It should focus on success and improvement needs against learning objectives and enable children to become reflective learners and help them to close the gap between current and desired performance.

2. Principles

Marking and feedback should:

- Be manageable for teachers;
- Relate to learning outcomes, which need to be shared with children;
- Involve all adults working with children in the classroom;
- Give children opportunities to become aware of and reflect on their learning needs;
- Give recognition and appropriate praise for achievement;
- Give clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to marking;
- Take an impassive approach (where attainment is based on the children's previous attainment) within the context of marking towards learning outcomes;
- Respond to individual learning needs, which involves marking face-to-face with some children and at a distance for others;
- Inform future planning and individual target setting;
- Be accessible to all children;
- Use consistent codes throughout the school;
- Be seen by children as a positive tool to enhance their learning;
- Encourage and teach children to self-mark and peer-mark whenever possible;
- Raise children's self-esteem.

3. Marking Strategies

3.1 Prompt Marking

Children make the greatest progress in their learning when they respond immediately to a teacher's comments or prompts rather than waiting until next time. This is the type of marking that takes precedence at St David's and is referred to as **prompt** marking.

Teachers work with small groups and write prompts to extend and develop children's learning. There are three types of prompt questions teachers may use:

- **Open ended:** e.g. why, what, explain, tell me
- **Scaffolded:** e.g. the scales on his back were... he was afraid because ...
- **Example prompts:** e.g. modelling the type of sentence the teacher is looking for by writing an example.

The children are expected to respond to these prompts immediately to demonstrate their understanding.

3.2 Formative feedback/marking

With oral feedback, during the course of a lesson, teachers' comments to children should focus firstly on issues relating to the learning objective and secondly, and in a whisper, on other features whilst offering clear next steps.

3.3 Summative feedback/marking

This usually consists of ticks 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.

3.4 Distance / Quality marking

This type of marking takes place away from the children and gives opportunity for further analysis and reflection on children's progress in their learning. It may lead to the need for further dialogue with children to celebrate successes and inform discussion about application or next steps and/or fully diagnose misconceptions and errors.

Not all pieces of work are expected to be "quality marked". Teachers need to decide whether work will simply be acknowledged, prompt marked or given detailed attention.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly and in Welsh as far as possible?
- Has the school handwriting policy been followed when writing comments?

N.B. When work has been distance marked, time should be given for children to read and then make one focused improvement based on the improvement suggestions. In order for the marking to be formative, the information must be used and acted on as soon as possible by the children.

3.5 Secretarial features

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, the children will be asked to check for things they know are wrong in their work when they read it through and consult their target books.

Feedback will only be given about those things the teacher has asked the children to pay attention to. This will mean that some aspects of writing are unmarked but over time will be marked.

3.6 Shared marking

Using one piece of work from a different child to mark as a class, at regular intervals, models the marking process and teaches particular points at the same time.

3.7 Self Marking

Children should self-evaluate and reflect on their own learning wherever possible. Children can identify their own successes and look for improvement points in order to create their own targets. Plenaries and mini plenaries can focus on this process as a way of analysing the learning.

For this to be successful, effective feedback and marking must first be modelled by the teacher and children must be taught how to assess and evaluate their own learning and work.

3.8 Paired / Peer marking

Children are sometimes given the opportunity to work with other pupils to assess and evaluate their own and others' learning, and to make suggestions for improvement. The following points are important for this type of marking:

- Paired marking should not be introduced until Key stage 2, unless the teachers feel younger children are ready for this;
- Children need to be trained to do this, through modeling with the whole class watching the paired marking in action;
- Pairings need to be based on someone they trust, best decided by the teacher;
- Pairings should be ability based;
- Pupils peer mark in a purple pen, recording verbal comments from their peers in their own books. Peered marked work will be initialed;
- Pupils respond to peer marking in their normal pen or pencil.

Examples of paired marking activities include:

- Compare & contrast two pieces of work;
- Author reads to editor;
- Begin with a positive comment;
- Comment against 1 or 2 specific Success Criteria;
- Author adds notes and changes work.

At all times, the children are encouraged to hold a dialogue between each other rather than taking turns to be the teacher e.g. "I think this bit really shows how that character feels. What do you think?"

4. 'Closing The Gap' prompts

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both the child's success against the learning objective and the improvement needed against the learning objective. Focused comments should help the child in 'closing the gap' between what they have achieved and what they still need to achieve.

'Closing The Gap' prompts include:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective and success criteria,
e.g. You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure,
e.g. What kind of monster was he? Change 'bad' for a word which makes him sound scarier. He was a monster. With teeth like.....
Or in Maths ...
e.g. 3 bags of sweets at 25p each. Instead of $25+25+25=$ You could do $25x?$ =
- **Example prompt** – this is the most detailed support and gives children examples from which to choose,
e.g. Instead of the word 'bad', try using: terrifying, ferocious or spine-chilling.
Or in Maths...
e.g. LO: To identify the calculation needed to solve a problem
Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.
- Pupils should respond to prompt marking using a purple pen or pencil, this is referred to as the 'purple pen of progress'.

5. Expectations when marking

- Each piece of work, including homework and any work assessed by pupils, will be acknowledged by an adult and coded to show the type of marking that took place.
- This will take place by the next lesson in that particular subject.
- Detailed feedback and marking will be given when appropriate in the core subjects.

- To inform marking and feedback, the learning question (LQ) and success criteria (what makes good 'WMG') must be visible for the children to see and refer to. This should be shared as part of the lesson.
- The Learning question (LQ) will be recorded on each piece of work.
- Children's target books will be used to support the marking and feedback process.
- Adults will record (using agreed codes – see Appendix A) whether work has been completed independently, with support or during a guided session. This will help when work is used for summative assessment.

5.1 Literacy

- Reading journals will be marked to the LQ using agreed codes and where appropriate next steps will be identified.
- Short writing opportunities (e.g. grammar exercises) will be marked to the LQ using agreed codes and where appropriate next steps will be identified.
- Where distance marking takes place the next step for a particular child will be identified.
- Only spellings appropriate to the level the child is working at will be corrected.

5.2 Numeracy Marking

The purpose of marking in math's is primarily diagnostic. It communicates to a child whether they have been successful but it also should be motivational and serve to inform a teacher's planning in terms of any misconceptions.

- Correct answers will be ticked, but incorrect attempts will be marked with a dot and misconceptions dealt with by the teacher with the pupil as soon as possible (if possible, during the lesson).
- If a child has shown working out and this process is correct but the answer is wrong then the marking should circle the part of the calculation that is wrong and comment on the correct process.
- Prompt 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. Prompt marking will only be used where the teacher thinks it is appropriate to the learning objective although there would be evidence of this most weeks.
- It may be appropriate to provide 'Maths Surgeries' within lessons to tackle misconceptions and challenge progress, and promote children's independence and use of support strategies.

5.3 Other areas of learning

- Feedback and marking needs to acknowledge progress towards the learning objective, using agreed codes and will inform future planning.
- To inform marking and feedback, the learning question (LQ) and success criteria (what makes good 'WMG') must be visible for the children to see and refer to. This should be shared as part of the lesson.
- Children's targets will be used to support the marking and feedback process through topic work.
- Adults will record (using agreed codes – see Appendix A) whether work has been completed independently, with support or during a guided session.
- The codes EBI (even better if) and INK (I now know) should be used by pupils to inform future planning.

6. Children's Response

Children are expected to respond to the teacher's prompt questions during focused group work immediately using a purple pen or pencil. When distance marking takes place, children will be encouraged to regularly read teachers' comments and will be given the opportunity to respond on a daily basis. Older children will be in the routine of, writing the day's date and LQ for every learning activity.


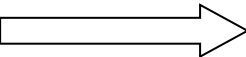
7. Organisation

The first 5-10 minutes of a lesson should, wherever possible, be used to get around the class to establish an understanding of what learning is taking place and teachers should act accordingly where the work is too easy or difficult.

Agreed Marking Codes Foundation Phase

- Verbal feedback is provided indicating how the child has achieved in respect of the learning objective and or their efforts with the work.


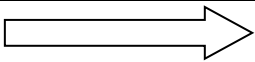
- Where work is recorded the learning objectives (differentiated) will be recorded by the teacher; where more than one objective is recorded on a piece of work, the objective achieved will be highlighted by the staff member.

WWW	<u>What went well?</u> (underline in pink)
EBI	<u>Even better if....</u> (underline in green)
INK	<u>I now know....</u>
	OM - Objective Met You have achieved the learning objective.
OPM	Objective partially met
VF ✓ ✓✓	Verbal Feedback - discussed with pupil Suggested action taken Suggested action taken well
Sp Underline the error one	Spelling
T S I Initials / date R	Target Support Independent LSA/Supply teacher Reinforcement needed
	Ready to move on to more challenging learning
C	Correction

Agreed Marking codes KS2
(and more able Foundation Phase when ready)

N.B. Anyone marking work other than the class teacher must initial the work they have marked. The use of the above highlighting and symbols may be useful, but written comments must be focused on moving learning forwards and encourage risk taking, perseverance and the often open-ended nature of maths.

Errors: Brackets to be used around any mistakes followed by a cross x rather than crossing out or scribbling out.

WWW	What went well? (underline in pink)
EBI	Even better if... (underline in green)
INK	I now know...
	OM - Objective Met You have achieved the learning objective.
OPM	Objective partially met
VF ✓ ✓✓	Verbal Feedback - discussed with pupil Suggested action taken Suggested action taken well
Sp Underline the error one	Spelling
T S I Initials / date R	Target Support Independent LSA/Supply teacher Reinforcement needed
P	Missing or incorrect punctuation
//	New paragraph needed
^	Something missing
	Ready to move on to more challenging learning
C	Correction

Appendix B

Self & Peer Evaluation Prompts

These prompts should be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

You could make your work better by

Have you thought about.....

If we look at the success criteria we can see..... Next time you could.....

Next time I could.....

I now know.....

I found..... difficult because.....

I solved..... by.....

The best example of is

I like the way you.....

..... is effective because.....

Peer Marking Agreement : *Our agreement on marking partnerships*

We decided that there were some rules we all need to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued.
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work.
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion.
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)

