



DRAFT MARKING AND FEEDBACK POLICY



Philosophy

We believe that feedback and marking should be constructive for every child, focusing on success and improvements; enabling children to become reflective learners with a growth mindset, and helping children to close the gap between current and desired performance.

We will endeavour to make sure that all children have their work marked in such a way that it impacts on their learning, develops their self-confidence, raises their self-esteem and provides opportunities for self-assessment, whilst also ensuring that the level of marking is manageable for teachers, allowing them more time to adapt their planning based on the insight gained.

Principles

Marking and feedback should:

- Meaningful, manageable and motivating.
- Be simple and consistent across the school.
- Ensure that children receive recognition and appropriate growth mindset praise for effort, perseverance and achievement.
- As far as possible be completed with the child present.
- Be timely: children's work should be marked as soon as possible after it is completed (before the next lesson) and whenever possible individual and group feedback given.
- Feed into the next cycle of planning for teaching and learning.
- Encourage children to take an active part in the correcting, editing, improving and redrafting of their work. Children will therefore need the opportunity to read/reflect on/respond to any feedback or marking comments.
- Have a positive impact on children's learning, enabling them to understand their progress and identify how to move forward with their learning.

School approach to feedback using Assessment for Learning

- Careful consideration is given to quality of learning objectives (LO) and success criteria (SC) to promote pupil peer and self-assessment. Objectives separate the learning from the context and success criteria focus on skills rather than knowledge when possible. Children should devise the success criteria in literacy, numeracy, science and PE (with the exception of Early Years). This may be done in other subjects where appropriate.

- Peer assessment is high profile in lessons, thereby enabling children to give each other valuable feedback and providing them with the opportunity to discuss, explain and challenge each other's learning.
- Peer assessment helps children to develop their self-assessment skills, which promotes children's independence and helps children to take increasing responsibility for their own progress. (see Appendix 1 for helpful self-evaluation prompts for use in lessons)
- In Early Years, the focus is on understanding learning objectives/success criteria and teachers give the children the success criteria. By the end of the year children should understand what learning objectives and success criteria are and that they help them learn.

Effective feedback:

- Can be given to the children orally or in their books.
- Should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct" or "well done").
- May compare a child's current work with previous pieces (e.g. "I can see you have focused on improving ... as it is much better than last time's ...").
- Encourages and supports further effort.
- Provides specific guidance on how to improve.

Literacy marking and feedback:

- Teachers use the Surrey Street marking codes (Appendix 2) to identify handwriting, grammar, punctuation and spelling corrections.
- Spelling corrections focus on the age-appropriate common exception words and spelling rules which the children have learnt. If a child would be expected to know a particular spelling, the teacher will write the correct spelling followed by x3 and expect the child to copy it out three times. For children in Yr5 and 6, the words to be corrected may be highlighted in green and the children given time to find the correct spelling in the dictionary before writing it out three times. No more than 3 spelling errors will be identified per piece of work.
- Children's use of their individual writing targets is marked with a tick when used correctly and the children's target sheet is dated to reflect this.
- Other ticks in children's work identify where a child has met the learning objective or success criteria.
- Teachers may use their professional judgement to write short comments at the end of a piece of work giving precise feedback relating to children's effort, perseverance or achievements related to the LO/SC, or targets to work on, where they feel that this will support children's learning. The key question teacher's consider when providing feedback to learners is: what will make the most difference tomorrow?

- More detailed verbal feedback may be given as required either during the lesson or following marking of the work.
- Cold writes (an independent piece of work completed at the start of a literacy unit) are used to inform planning but are not marked by teachers. Using the writing toolkit, children are encouraged through peer or self-assessment to compare their hot write (completed at the end of a literacy unit) with their cold write to identify how they have improved (this can be done orally or children may write a comment). Teachers write specific comments relating to children's improvement at the end of the hot task. Marking codes are not used for hot or cold writes.

Numeracy marking and feedback:

- Teachers use the Surrey Street marking codes (Appendix 2) to indicate how work can be improved e.g. by making use of number facts, using more efficient methods or correcting calculation errors.
- Numeracy related spellings and incorrect digit formation/orientation are corrected in the same way as spelling corrections in literacy.
- Ticks in children's work identify where a child has met the learning objective, success criteria or where their response is correct and the teacher is pleased with the method the child has chosen.
- Teachers may use their professional judgement to write short comments at the end of a piece of work giving precise feedback relating to children's effort, perseverance or achievements related to the LO/SC, or targets to work on, where they feel that this will support children's learning. The key question teacher's consider when providing feedback to learners is: what will make the most difference tomorrow?
- More detailed verbal feedback may be given as required either during the lesson or following marking of the work.

Other subject's feedback and marking:

- Because of the emphasis on handwriting, grammar, punctuation and spelling in the new curriculum, teachers use the Surrey Street marking codes (Appendix 2) to pick up on these in written work in all subjects.
- Teachers may use their professional judgement to write short comments at the end of a piece of work giving precise feedback relating to children's effort, perseverance or achievements related to the LO/SC, or targets to work on, where they feel that this will support children's learning. The key question teacher's consider when providing feedback to learners is: what will make the most difference tomorrow?
- More detailed verbal feedback may be given as required either during the lesson or following marking of the work.

Presentation:

We believe that having high expectations for presentation helps children to feel proud of their work and increases their confidence and self-esteem.

Expectations:

- Teachers demonstrate high standards of handwriting and presentation through written marking comments and through modelled work in class.
- Teachers highlight poor presentation when marking. Children, who are capable of producing better presented work, are asked to redo their work on the next page - children to do this at break time. Zero tolerance from the start of year.
- Children are expected to cross through errors using a pencil and ruler (one straight horizontal line).
- From Year 1 upwards, children use DUMTUMS (Date, Underline, Miss a line, Title, Underline, Miss a line, Space).
- Children in KS2, who have a consistently high standard of presentation across all subjects, may be awarded a pen licence. These children may use a pen for all written work but still use pencil for numeracy, drawings and diagrams.

Marking of Learning Logs:

- Teachers make a comment related to effort/presentation once a month for each child (minimum).
- Teachers stamp and mark the accuracy of work weekly.
- Teachers use their professional judgement write short comments at the end of a piece of work giving precise feedback where they feel that this will support children's learning.

Consistency:

- All marking is done in green pen.
- Marking code posters are on display in classrooms.
- Class teachers mark children's work, including assessments. Teaching assistants annotate work children have completed with them in the lesson to assist the teacher's marking and assessment.
- A stamp will be used to identify where work has been marked by a supply teacher.

Monitoring and Evaluation:

The individual curriculum subject leaders and/or SLT will collect in a selection of work from each class on a regular basis to monitor the implementation of this and their subject's policy: this will be termly for literacy and numeracy and at least annually for all other subjects. Feedback from monitoring will be given to the SLT and individual staff.

Key Stage Leaders and Year Group Leaders will monitor implementation of the policy regularly at year group level.

The desired outcomes of this policy are the improvement in children's learning and a greater understanding amongst children and parents of children's achievement and progress.

The performance indicators will be:

- an improvement in pupil attainment.
- children understand how to improve/extend their learning
- consistency in marking between classes and year groups.
- children are aware of what is expected of them.
- teachers, children, parents and Governors clearly understanding the marking process.

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APPENDIX 1 - Self-evaluation methods:

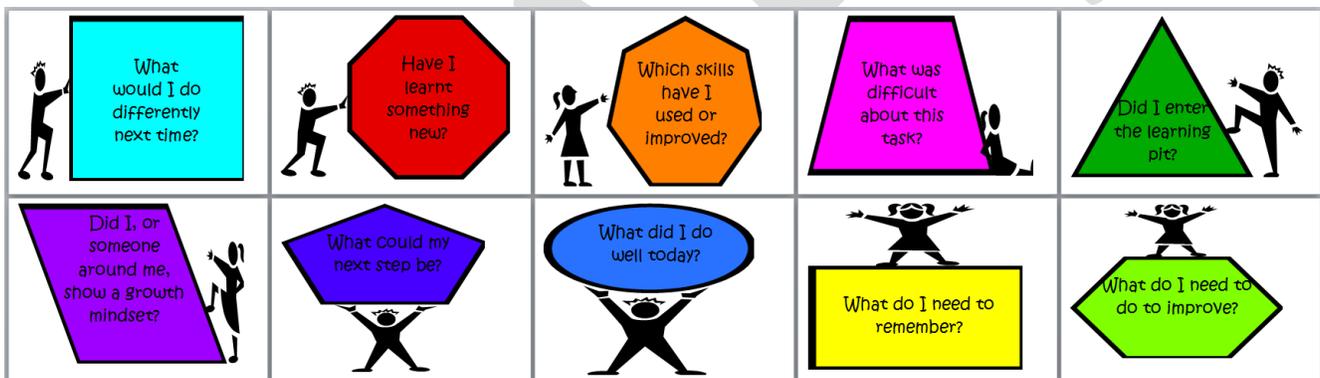
Self-evaluation: thinking about what happens when we are learning.

Some suggestions for self-evaluation methods:

1. Choose one or two questions from the following and relate to the learning objective or success criteria:

- What really made you think/did you find difficult while you were learning to...?
- What helped you (e.g. a friend, the teacher, new equipment, a book, your own thinking, the success criteria etc.) when you found something tricky about learning to...?
- What do you need more help with about learning to...?
- What are you most pleased with about learning to...?
- What have you learnt that is new about...?
- How would you change this activity for another group/class who were learning to...?

2. Rainbow questions - use with children as above.



3. Encourage children to pink and green their work by underlining in pink examples where they have met the success criteria and then identifying their next step (the green) and responding to that.

APPENDIX 2 - Marking codes

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Surrey Street Primary Marking Codes

T1, T2 - Show how you would use Target 1, Target 2

- A** Go back and put in capital letters
- Go back and put in full stops
- ?** Go back and put in question marks

HP - House Point

- SP x3** - Re-write the correct spelling three times
- I** - Independent
- S-TA** - With support from TA
- S-T** - With support from Teacher
- PS** - Peer support

SD Sentence Doctor- Correct one or more errors in this sentence.
Can be followed by a prompt. Eg: SD - Capitals

Something is missing from the piece of work - circle goes in the actual place 

 EG. Cohesion- Speak to me about this. Teacher to tick speech bubble when actioned

VF Written at the point where verbal feedback is given during the lesson

Wiggly underlining

This part to be checked for meaning/sense

Anything in a speech bubble to be done in the next piece of writing

NP New paragraph

Handwriting

Hand writing

FS Finger space

Numeracy

Check / Correction **C**

Choose a more efficient method **M**

Show how you could use your number facts to solve this **NF**

x3 Rewrite this digit correctly three times

-  Respond to this comment
-  Teacher will tick when correct
-  Teacher will use a dot if incorrect

 **LO / SC met**
Response is correct. Teacher pleased with the child's approach