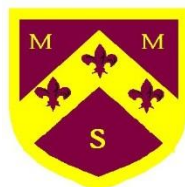


Maids Moreton CE School

Marking and Feedback Policy



Introduction

At Maids Moreton CE school we believe that children should be made aware of their strengths and areas for development through constructive feedback and marking. We use marking and feedback to recognise children's efforts and achievements, to help each child move on in their learning and to reach their individual learning potential. When conducted correctly, marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. Specific and effective marking is an important process in encouraging children to become reflective learners and allows them to gain a deeper understanding of what they have achieved and what they can do in order to progress. It allows children to have a sense of ownership over their own learning and it encourages them to self-evaluate and succeed in their learning journey. At Maids Moreton CE School we believe that marking should be an interactive process between teacher and learner and, when done effectively, it should significantly impact on pupil progress.

Aims and Objectives

- To provide a dialogue between teacher and pupils, involving pupils in the learning process.
- To give children feedback and recognition of their achievements and strengths, informing them of what they do well.
- To help children to improve their work by identifying areas for development and next steps in learning/targets.
- To provide opportunities to recognise the effort of the children and to show that we value their work, thus building self-esteem and confidence.
- To promote clear and high expectations.
- To improve pupils' ability to review and reflect on their own learning.
- To allow teachers to assess the effectiveness of their own teaching and impact on future learning.
- To inform future planning in relation to whole class/groups/individual children.
- To help report individual pupil progress and attainment to parents.

How do we ensure our feedback is effective?

It is important for teachers to understand the potential benefits and the possible limitations of feedback to learners so they can consciously apply effective feedback which supports children in making good or better progress:

Effective feedback should:

- Focus clearly on the learning objective and success criteria. The criteria should be shared with the pupils at the outset of the lesson.
- Be specific, explanatory and clear e.g. "It was good that you ..." " I like the way that you.....", rather than just "correct" "good" or "well done."
- Focus on success as well as providing specific guidance and next steps on how to improve.
- Motivate children by celebrating success and be framed in positive language, so it is perceived by children as constructively helping them to improve.
- Outline progress, comparing what a learner is doing well right now with what they have done less successfully before e.g. "I am pleased to see that you have used adjectives in your work today." "Well done for using paragraphs accurately today."
- Allow specific time for pupils to read, reflect, respond and act upon the suggestions made.
- Inform and impact on future planning, teaching and individual target setting.
- Be accessible to the pupils and manageable for the staff.
- Involve all adults working with the pupils.
- Use consistent codes and symbols which are displayed in each classroom and in the back cover of children's books. [English and maths books]
- Be legible and accurate, using the school's agreed handwriting style. It is expected that all adult written comments are neat, legible and model our handwriting policy, with good use of grammar, spelling and punctuation.
- Be timely and regular to ensure day to day progression.

Types of Feedback:

At Maids Moreton CE School feedback takes the following forms:

- Instantaneous written feedback- provided to pupils during lessons.
- Instantaneous oral feedback-provided to pupils during lessons.
- Written summative feedback after lessons.
- Written formative/developmental feedback after lessons.

Instantaneous feedback

Wherever possible, written marking and oral feedback will take place alongside the child as we believe that an instant response to learning accelerates progress. At Maids Moreton CE School we dedicate time to this vital part of assessment for learning.

Oral feedback

We endeavour to give pupils oral feedback during lessons as this is the most effective and timely means of addressing misconceptions, ensuring the learning is on track and accelerating progress. Oral feedback from the teacher or teaching assistant during a lesson should focus primarily on the learning intention and success criteria. Other technical features

should also be mentioned alongside this, e.g. handwriting, spelling, grammar and presentation.

Summative Feedback and Marking

Summative assessment is the process of measuring children's achievements after teaching and learning have taken place.

All children's work is marked against the learning objective/success criteria using the following agreed codes and procedures:

- All work is marked in green pen
- All work is marked against the learning objective which is written at the top of each piece of work, either by an adult or by the child. The following codes are used:
 - OA-objective achieved.
 - PA-objective partially achieved.
 - * objective not achieved.
- The level of support provided is also indicated next to the learning objective:
 - I-independent.
 - WS-with support
- Verbal feedback is marked with a V with a comment about the nature of the feedback.
- The success criteria are shared with the children either verbally or through written means, according to the age and ability of the pupils. This is displayed on the whiteboard or interactive whiteboard for the duration of the lesson.
- In English, children self-assess and/or peer assess against the success criteria. Children are given regular opportunities as part of the plenary to self or peer assess their work. In Year 2 and in the latter part of Year 1, children complete a written success criteria chart in their English books, assessing whether they have achieved, partially achieved or not achieved each element of the success criteria.
- All children complete a written success criteria chart for Big Writes.
- Children also self-assess by traffic lighting in red, yellow and green next to the learning objective in English and maths to indicate their level of understanding.
- Ticks and dots are used to indicate correct/incorrect answers on closed tasks.
- Double ticks are used to indicate work that has been corrected, e.g. maths calculations. Children must not rub out, but should indicate the new answer next to the previous attempt.
- Next steps are identified where appropriate.
- Children are encouraged to self-check or re-read their work before presenting for marking.

- Where applicable, in English and maths, reference is made to children's progress against their individual targets in the marking.
- Marking an anonymous child's work using the airplay feature on the ipad is used to teach particular skills and model the process of checking and editing. Several pieces of work can also be compared to share successes and model expectations.
- Where children's work is not of an acceptable standard for their developmental stage in terms of content, quantity, quality and/or presentation, the teacher must refer to this in her marking and address this with the pupil, either within or after the lesson.

Formative/Developmental Feedback and Marking

Formative feedback involves communicating information to the learner that is intended to modify the child's thinking for the purpose of improving learning. In order to move pupils on in their learning and accelerate their progress, some work will be developmentally marked. It is important that marking has an impact on pupils' learning and is manageable for teachers. Not all pieces of work will be formatively marked. Teachers need to decide whether work will be summatively marked or given detailed attention.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.

At Maids Moreton CE School we adopt the following formative marking procedures:

- Pink highlighters ["perfect pink"] are used to show things that the children are doing well/where they have met the learning objective/success criteria in English lesson. These are linked to the Learning Objective or Success Criteria.
- Yellow highlighters ["useful yellow"] are used to identify areas for development and next steps in learning in English, maths and where applicable in other subjects. The teacher highlights the most developmentally appropriate aspects of the work to be improved, usually linked to the success criteria/learning objective with a maximum of three areas identified. Technical elements, including errors in spelling and punctuation, are also subject to "useful yellow" marking, across all subjects.
- Children are given time to read teacher comments, look at symbols and read the feedback from the previous day's work and then make focussed improvements based on the teacher's comments. The teacher needs to make time available for this to happen. For example it may be an early morning task or 5-10 minutes at the beginning of the next lesson.
- At least, one English piece of work needs to be developmentally marked each week with next steps, areas of strength and areas for development highlighted in pink [strengths] and yellow [areas for development], and opportunities given for pupils to respond to the marking.

- Likewise, a minimum of one Maths activity will be extended through developmental marking or challenge weekly. This sometimes takes the form of a whole class, or targeted group lesson introduction using AFL [assessment for learning] from marking work from the previous day's lesson. Where this is the case, this must be evidenced in the children's books.
- All "Big Writes" will be developmentally marked.
- Science will be developmentally marked at least once a half term.
- Foundation subjects will be developmentally marked where the lesson/task lends itself to this.
- Where work is developmentally marked, children's responses to the marking must also be marked and annotated by the teacher.
- Only a limited number of improvements need to be identified so the child is motivated to make changes to improve their work.

Examples of developmental marking in English:

- A **reminder** prompt e.g. "Write a sentence about the prince's clothes. Can you include two adjectives"?
- A **scaffolded** prompt e.g. "What was the monster doing? The monster was so angry that he....."
- An **example** prompt (e.g. choose one of these or one of your own: "He ran around in circles looking for the rabbit". "The dog could not believe his eyes."

Examples of developmental marking in maths:

- Correcting errors in calculations
- Children answering written questions/calculations posed by teachers in the marking. These can either be used to provide challenge/extension or reinforcement.

Basic Literacy and Numeracy skills/secretarial features

Letter Formation

Letter formation should be addressed across all work in all subjects but should not supersede the learning objective and success criteria as the main focus or learning. Incorrect letter formation should be highlighted in yellow (only highlight one example of each incorrect letter) and the correct formation should be modelled for the child using the school handwriting policy, for the child to copy four times. This must then be tracked in future work to ensure improvement is sustained.

Number Formation

In maths, and across the curriculum, any examples of incorrect number formations should be highlighted in yellow (only highlight one example of each incorrect digit) and modelled for the child to copy four times. This must then be tracked in future work to ensure improvement is sustained.

Spelling

Two or three incorrect common words should be selected, dependent on ability, to be corrected. Teachers may choose to model words using the school's policy for handwriting for children to copy four times. This must then be tracked in future work to encourage improvement to be sustained.

Punctuation and Grammar

Teachers should alert children to errors in punctuation and grammar found in their written work, with time set aside for children to make corrections. Teachers will also use assessment for learning to directly teach these skills to relevant pupils through subsequent lessons.

Teachers should remember that children cannot effectively focus on too many things at once. When a child finishes a piece of work they should be encouraged to check for things they know are not quite right but should not be expected to correct all secretarial errors. Wherever possible, basic skills should be improved through marking, without becoming overwhelming for the child.

Marking in EYFS

Much of pupils' work in EYFS is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where the staff recognise and praise the effort, progress and achievement made by the children and suggest how they could improve their work either during the task itself or for next time.

Within the EYFS there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work in books following adult led tasks.
- Constructive oral comments during and after practical activities.
- Written observations and photo evidence through the Tapestry Online Learning Journal to which EYFS staff and parents all contribute.

The EYFS team mark children's adult led writing using the same marking codes as Key Stage 1. Any written comments describe the child's achievements and comment on the process of completing the activity. EYFS staff introduce "perfect pink" and "useful yellow" marking in English in the Summer Term to support transition to Year One.

Next Steps

Regular next steps are set for all children. These next steps are identified from gaps in their current learning against the Early Years Developmental Matters. All next steps are shared with all members of the EYFS team and parents on Tapestry. When progress is seen against these next steps, this too is updated on Tapestry. Staff in the EYFS team provide daily opportunities for children to work on these next steps within the indoor and outdoor

provision. This might be through an adult led planned activity or through child initiated learning.

Monitoring, evaluation and review

The school will review this policy on a three year cycle and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Written by Keira Ainsworth: March 2017

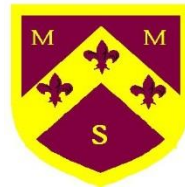
Revised by Keira Ainsworth: April 2020

Adopted by Governing Body: July 2020

Review Date: July 2023

Appendix 1

Maids Moreton CE School



Marking codes and symbols

- OA-objective achieved.
- PA-objective partially achieved.
- * objective not achieved.
- I-work completed independently.
- WS-work completed with support
- V-Verbal feedback.
- 1 tick =correct answer.
- 2 ticks = new answer is correct.
- Dot = answer is incorrect.
- Pink highlighter- “perfect pink” where pupils are doing well/meeting the learning objective.
- Yellow highlighter-“useful yellow” next steps/areas for improvement.