Marking and Feedback Policy

1   Introduction

Feedback is one of the most powerful influences on learning and achievement. Therefore at Goodmayes Primary School providing effective feedback and marking to pupils is an essential part of teaching and learning.

2   Aims

We mark pupil's work and offer feedback in order to:

- gauge their understanding, and identify any misconceptions;
- give them a clear picture of what they have achieved and their next steps;
- communicate high expectations and provide challenge;
- provide ongoing assessment that informs our future lesson-planning;
- address gaps in pupils' learning;
- guide pupils to recognise what they can do to improve their work through self-assessment;
- engage pupils in the process of self-improvement
- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- provide a basis both for summative and formative assessment;

3   Principles and expectations for marking and feedback

- The most effective feedback is given when learning is taking place. It addresses key misconceptions, learning difficulties and the need for further challenge so that the pupil makes swift progress within the lesson.

- Our marking systems provide positive, motivating and constructive feedback including positive recognition when pupils challenge themselves by taking risks. Pupils are given information about what they have done well and need to do to improve.

- Marking relates to the Learning Objective (LO/WALT) and Success Criteria SC/WILF)

- Comments are appropriate to the age, ability and the individual needs of the pupils.

- Comments are clear, brief and only focus on one or two key areas for improvement. This makes pupils' response and improvement more manageable.

- Through self-assessment such as checking their work against success criteria we promote independent learning. This helps pupils to form judgments about their own work and enable pupils to provide feedback to the teachers.

- Pupils self-assessment and peer marking is reviewed by the teacher to ensure accuracy

- Whenever possible, marking and feedback involves the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

- Marking by support or cover staff informs the class teacher about a pupil's level of independence, during a task as well as their understanding and ability to achieve objectives.

- Dedicated time must be given within lessons for pupils to respond to marking and feedback given by the teacher.

- Errors that are made by many pupils are not the subject of individual comments, but are addressed in planning.

- Teachers will comment on spelling and grammar in the following cases:

  - if spellings and grammar were part of the lesson focus
  - if it is a spelling that all pupils should know
  - if it is something related to the pupil's target
  - if it is appropriate in extending the pupil's learning
  - in work across the curriculum

- Adults written comments in books models expectations and the Nelson handwriting style being taught

4   Monitoring and review

Marking and feedback will be monitored termly by the Senior Leadership Team and Phase Group Leaders and will form part of our termly monitoring cycle.

This policy will be reviewed biennially, to ensure it is kept in line with any curriculum changes that take place within school or externally.

Signed:

Date: September 2019

Marking and Feedback Strategies and Symbols
Early Years Foundation Stage

The following procedures for marking and feedback form the minimum requirements for Nursery and Reception.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

Practitioners in the EYFS gather a wide range of evidence for each childs' learning journey across the seven areas of learning. This evidence includes observations made of pupils, linked to statements set out in the Development Matters document, across the different areas of learning. Practitioners access this document via electronic tablets (ipads).

- **I**   Independent work

- **WTS**   With Teacher Support

- **CI**   Child Initiated Work

- **F**   Planned Focus activity

*Include code within the title of the observation

- **NS – Next Steps** - To be used for focus activities led by an adult.
*Include in the content of observation when needed

- **Learning objective marked with a** √ - ticked by teacher to show if learning objective has been achieved.
*Only in literacy books

- Teachers/ TAs (including supply) will use blue/black pen (Supply to initial)

Marking and Feedback Strategies and Symbols
Lower Phase

The following procedures for marking and feedback form the minimum requirements for Years 1 and 2.

Pupils must be given time to read (or be read to) and respond to written comments in order to inform progress in their learning.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

- **I**   Independent work

- **T**   Teacher support given

- **TA**   Teaching Assistant support given

- A Teacher or Teaching Assistant needs to make a comment on how they have supported a pupil if applicable, e.g. *TA assisted – oral rehearsal, sentence construction.*

- **AE**   Assessment Evidence

- **OF**   Oral feedback

- **Stars and wishes** - To be used for longer written work in <u>all subjects</u> that is focused on a build-up of skills.

- **WALT stickers marked with a** √ - Teachers provide pupils with WALT stickers that go in pupils' books. These are ticked to show whether the pupil has achieved the learning objective. <u>AE next to the objective</u> shows that WALT has been met <u>independently or pupil has shown secure understanding</u>

Marking

Different coloured pens are used by staff and pupils in order to differentiate between marking, targets and pupil response. These have been listed below.

- Teachers/ TAs (including supply) –   **red** pen (Supply & TAs to initial)
- Pupil response/Peer marking –   **purple** pens

Marking and Feedback Strategies and Symbols
Middle Phase

The following procedures for marking and feedback form the minimum requirements for Years 3 and 4.

Pupils must be given time to read and respond to written comments in order to inform progress in their learning.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

- **I**   Independent work

- **T**   Teacher support given

- **TA**   Teaching Assistant support given

- A Teacher or Teaching Assistant needs to make a comment on how they have supported a pupil if applicable, e.g. *TA assisted – oral rehearsal, sentence construction.*

- **SP**   Spelling correction

- **PC**   Pupil conferencing

- **AE**   Assessment Evidence

- **OF**   When oral feedback is given, we specify the focus of the feedback e.g. OF-Speech marks.

- **Stars and wishes** - To be used for longer written work in all subjects that is focused on a build-up of skills.

- **Learning objective and success criteria marked with a** √ - ticked by teacher to show if these have been achieved

- **Comment,** when applicable, linked to the **Success Criteria** for ALL subjects

Marking

Different coloured pens are used by staff and pupils in order to differentiate between marking, targets and pupil response. These have been listed below.

- Teachers/ TAs (including supply) –   **red** pen (Supply & TAs to initial)
- Pupil response/Peer marking –   use pencil or **purple** pen
- Next step/ questions -   **red** pen

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Marking and Feedback Strategies and Symbols
Upper Phase

The following procedures for marking and feedback form the minimum requirements for Years 5 and 6.

Pupils must be given time to read and respond to written comments in order to inform progress in their learning.

The agreed code for marking will be displayed in classrooms so that pupils show an understanding of the meaning and method of marking.

- **I**   Independent work

- **T**   Teacher support given

- **TA**   Teaching Assistant support given

- A Teacher or Teaching Assistant needs to make a comment on how they have supported a pupil if applicable, e.g. *TA assisted – oral rehearsal, sentence construction.*

- **P**   Punctuation correction in margin. Pupils identify and correct error

- **SP**   Spelling Correction - Incorrect word underlined with **SP** put in margin. This is to be used to develop pupils' awareness of their own spelling errors and linked to spellings the pupils should already know.

- **PA**   Peer marking

- **AE**   Assessment Evidence

- **PC**   Pupil conferencing

- **Stars and wishes** - To be used for written work in all subjects.

- **Learning objective marked with a** √ - ticked by teacher to show if learning objective has been achieved.

- **Comment,** when applicable, linked to the **Success Criteria** for ALL subjects

Marking

Different coloured pens are used by staff and pupils in order to differentiate between marking, targets and pupil response. These have been listed below.

- Teachers/ TAs (including supply) –   **red** pen (Supply & TAs to initial)
- Pupil response/Peer marking –   **purple** pen
- Next step questions -   **red** pen