



*/Aspire to succeed * Believe in yourself * Achieve your goals*



Charlton-on-Otmoor CE Primary School

Effective Marking & Feedback Policy 2019

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

Effective marking and feedback aims to:

1. be manageable for teachers and accessible to children.
2. relate to the Learning Intention/child's target.
3. inform the pupil of what they have done well and what they need to do to improve.
4. support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
5. support teachers' assessment knowledge of each pupil as part of thorough Assessment For Learning procedures, in order to plan and refine next steps in learning.
6. develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Processes

Four types of marking and feedback occur during teaching and learning

i). **Live marking**- Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry along with mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in a group situation.

ii) '**Light**' marking of work, acknowledging and recognizing attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** (Next Steps) in which incisive feedback on sentence structure is given and response from pupils is required to strengthen the learning process in order to accelerate and deepen learning.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work in green pen.

Non-negotiable Procedures for Marking

- All marking is to be done in a clear legible cursive and continuous cursive hand depending on key stage and phase.
- The marking code is to be followed in all cases. (see Appendix 1 and 2)
- The marking code should be accessible to all pupils in the learning environment.
- All pupils' work is to be at least 'light' marked by Teachers or Support Staff.
- When appropriate, work should be **developmentally marked** with next steps at least once a week.
- Fix it time is time used by the pupils to complete any corrections in green pen.
- Next step (target) marking is used to move the pupil on in future work of which we should see evidence of.

Self-assessment

Pupils will underline in either green, amber or red on their success criteria as follows:

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'

Green: 'I can understand and do this and this shows in my work'

Peer Assessment

Peer assessment should be appropriately introduced with agreed, shared rules. When peer marking, the writer is the one who marks the work (holds the pen) Peer marking is about conversations as the writer reads. Pupils will identify two positive aspects of work and suggest one area for improvement (2 stars **and a wish ↑) against the success criteria. Peer assessed work will be signed by the assessor.

- 1) Sit side by side
- 2) Writer reads aloud
- 3) Stop. Suggest. Discuss.
- 4) Only the writer makes the changes

<https://www.youtube.com/watch?v=dvxEoW2waac>

Responding to comments

Pupil response to comments, in **green pen**, should be made so that it is clear they have been completed. If in KS1 or FSU this is verbal, it should be recorded at such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Good work will be recognised with stickers, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible, to boost the confidence and self-esteem of pupils.

When the next step has been achieved a star will be drawn.

Role of other adults supporting

Support staff mark work of groups of pupils with whom they have been working. They will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This policy will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

Student teachers in school are required to follow this policy as appropriate under the supervision of the class teacher.

Policy Review

Policy agreed: March 2019

Review due: March 2020

References: The Power of Feedback John Hattie and Helen Timperley REVIEW OF EDUCATIONAL RESEARCH 2007 77: 8

Appendix 1: Marking Code/Prompts

- Teachers and Teaching Assistants mark using purple pen
- Children should respond to improvement prompts in green pen so that it is clear to the child, when they look back at their work, that they have examples of improved/good work to use again.
- If a comment has been made verbally, the adult should indicate this with a 'VF' on the work.
- Work which has been supported by teacher, is indicated with a 'T'. Work which has been supported by a Teaching Assistant, is indicated with 'TA'.

The marking of a child's piece of work should be relevant to that child's stage of development as judged by the teacher.

Scaffolding spellings:

- Underline the word spelt incorrectly
- Rewrite the word out in the margin or at the bottom of the page
- Ask the children to rewrite the word three times

Next stage

- Teacher to write 'sp' in the margin
- Child to correct spelling

Next stage will be to write 'sp' in the paragraph and then 'sp' at the bottom of the page. This develops correcting spelling errors independently.

Appendix 2: KS1 and KS2 Marking Code/Prompts information.

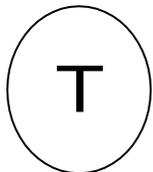
Marking codes to show what support has been given for your work

Next to the success criteria, the teacher will indicate to what degree it has been met with a

✓ Met

If it has not been met and the teacher expected the child to meet it, the teacher will circle the success criteria

 Target achieved

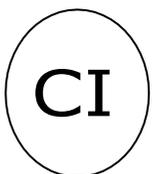
 a circled 'T' by the child or teacher = this work has been supported by a teacher

 a circled 'TA' by the child or teacher = this work has been supported by a teaching assistant

 'VF' noted by work = verbal feedback from teacher to child

FSU Marking Code/Prompts information.

 **AF** Adult Focus

 **CI** Child Initiated

Appendix 3: Presentation Expectations

- All drawings and diagrams should be completed in pencil.
- Headings and sub-headings should be underlined with a ruler.
- Short date in Maths book and long date in English book. Both underlined.
- A piece of work should always have the date. This can be written as a short date in KS1 and in Maths books, long date in other subjects in KS2.
- In KS2 children can earn a pen license when they have mastered neat, joined handwriting.
- When children write in pen, they use write in blue handwriting pen.
- Children will correct/edit their work and respond to the teacher's comments in green pen.
- The front and inside covers of book should be free from doodles.
- There should be no doodling on pages within a workbook.
- One single line is used to cross out mistakes (with a ruler if along line).
- Handwriting should be clear, joined and legible.
- In Maths books, a two-square margin should be drawn.
- In Maths books, one digit should be in one square.

Approved by: Jo Stocks/ Emma Wykes

Date: March 2019

Last reviewed on: September 2018

Next review due by: March 2020

