

## **Redesdale Primary School Marking and Feedback Policy**

### **1 Introduction**

- 1.1** All children are entitled to regular and comprehensive feedback on their learning. At Redesdale Primary School we will take a professional approach to the tasks of marking work and giving feedback on it. We seek to make our marking fair, informative and consistent. All teachers will mark work and give clear direction to the children.

### **2 Aims**

- 2.1** We mark children's work and offer feedback in order to:

- 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;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

### **3 Principles of marking and feedback**

- 3.1** The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- 3.2** The marking should always be in accordance with the lesson objective and, where appropriate, the child's own personal learning targets.
- 3.3** The child must be able to read and respond to the comments made. **'Read and Respond Time'** will be allocated at the start of lessons to give the opportunity for children to reflect upon and respond to comments and make corrections where appropriate. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

- 3.4 Comments should be appropriate to the age and ability of the child, and according to the agreed procedures within each key stage.
- 3.5 Comments will focus on only one or two key areas for improvement at any one time.
- 3.6 Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations (e.g. steps to success) for the task right from the outset.
- 3.7 Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. This will include the use of a V ( see appendix 1) and key words to indicate the focus of the feedback.
- 3.8 The marking system should be constructive and formative.
- 3.9 For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- 3.10 Feedback may also be given by a teaching assistant, or through peer review, and all support given should be noted at the end of the child's work to aid assessment of children's progress.
- 3.11 Feedback is provided through plenaries too, and in group sessions.
- 3.12 Feedback can identify a child's key learning difficulties.
- 3.13 Errors that were made by many children should not be the subject of individual comments, but should be noted in planning.
- 3.14 Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

#### **4 General advice to teachers**

- 4.1 The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- 4.2 A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- 4.3 The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- 4.4 In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

- 4.5** The marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed. As the saying goes, an ounce of prevention is worth a pound of cure.
- 4.6** Teachers will mark work using black ink. Ticks are normal where work is correct and a dot where errors have been made. Green and orange highlighters will be used when marking in all subjects, except Mathematics, Art and DT to identify success (green) and areas to improve (orange). On significant pieces of work, more detailed written feedback will be given using a list of success criteria or in expansion of future targets. If the learning objective has been achieved (in all subjects) then the LO will be highlighted as well as the evidence of achievement.
- 4.7** Other symbols/codes may be used once their meaning has been explained, for example 'v' for verbal feedback (see appendix 1). If verbal feedback is given then a keyword/phrase will accompany the 'V' to indicate the focus of the feedback. E.g. punctuation, place value.
- 4.8** Wherever possible, teachers may establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that house points, stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.
- 4.9** Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.
- 4.10** When appropriate, children may mark their own or another child's work to agreed standards, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts.
- 4.11** Children should be encouraged to assess their work ahead of final marking, using prompt cards and success criteria. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.12** In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.13** Tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.
- 4.14** Teachers will comment on spelling and grammar where appropriate:
- 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 child's target.
- 4.15** Homework is marked with comments related to the task and effort given.

## **5 Presentation**

- 5.1** All work will have the date and Learning Objective set out at the start using 'DUMMLUMS' (Date, Underline, Miss a line, Learning Objective, Underline, Miss a line, Steps to Success Label) in KS2 and 'DMLMS' in KS1. Some children may have some or all of this printed for them especially in KS1. Teachers expect these rules to be followed.
- 5.2** Dates: Children should write the long date in English books and the short date in Mathematics books.
- 5.3** Mistakes: if children make a mistake they should put a cross above the word or phrase.

## **6 Monitoring and review**

- 6.1** We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

**Updated: September 2015**

## Appendix 1

### Whole School Agreed Symbols and Marking to Annotate Children's Work

<b>V</b>	Verbal feedback + key word to indicate focus of feedback
<b>T</b>	Target (short-term)
<b>TA</b>	Evidence of target achieved
<b>Sp</b>	Spelling error
<b>S</b>	Marked by supply staff in addition to normal routine procedures.
<b>ST</b>	Marked by student teacher in addition to normal routine procedures.
<b>SA</b>	Self-assessment
<b>PA</b>	Peer assessment
<b>HP</b>	House Point awarded
<b>I</b>	Independent Work

#### **Written work:**

**Text highlighted in green** – areas of achievement

**Text highlighted in Orange** – improvements needed

**Steps to Success** – all highlighted in green- L.O. achieved, if some 'Steps to Success' are **highlighted in orange** improvements are needed.

**Maths** – a tick for correct answers, a dot for incorrect answers.

**English** – ticks or errors highlighted in orange

**Spellings- KS1:** highlight and correct

**KS2:** highlight and SP for words they know. Children to then correct spellings

**Grammar-** highlighted or corrected by the teacher depending on the child's level.

## Specific Key Stage Agreed Symbols

### Foundation Stage

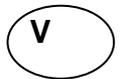
In Foundation Stage, the principles of the marking and feedback policy will be applied through:

(Nursery)

 Plus keyword- indicates verbal feedback.

The introduction of 'faces' will be made when appropriate.

(Reception)

 Plus keyword- indicates verbal feedback.

 **(in green)** Indicates good work.

 **(in orange)** Indicates a good try.

 **(in red)** Indicates could try harder (accompanied by a written comment for teacher's/parents' benefit.)

Photographs etc... will include annotations by the teacher to inform of comments made or support given.

Children's self-assessments will be indicated by a coloured dot at the end of the piece of work (From the Spring Term).

Children will decide to use either a red, amber or green dot to match their satisfaction with their work.

## Key Stage One

In Key Stage 1, the principles of the marking and feedback policy will be applied through:

**V** Plus keyword-indicates verbal feedback.

**T** Short-term target

**I** Independent Work

 Indicates good work

 Indicates a good try.

 Indicates could try harder.

} Accompanied by a teacher comment.

Photographs etc... will include annotations by the teacher to inform of comments made or support given.

Children's self-assessments will be indicated by a coloured dot at the top of the piece of work.

Children will decide to use either a red, amber or green dot to match their satisfaction with their work.

A rainbow will highlight read and respond to the children.

	<b>Verbal feedback</b> + key word to indicate focus of feedback
	<b>Short-term target</b>
	<b>Target achieved</b>
	<b>Peer Assessment</b> <b>Marked by child</b>
	<b>House Point</b>
	<b>Self Assessment</b>
	<b>Spelling to correct</b>
	<b>Supply Teacher marked in addition to normal marking procedures.</b>
	<b>Student Teacher marked in addition to normal marking procedures.</b>
	<b>Independent Work</b>
	<b>If you make a mistake put a X above the word or phrase.</b>
	<b>Green = evidence of achievement.</b>
	<b>Amber = areas to be improved</b>
<b>DUMLUMS</b>	<b>Date Underline Miss a line</b> <b>Learning Objective Underline Miss a line Steps to Success</b>