



Effective Marking & Feedback Policy

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Name of person responsible for this policy	Christopher Fulton
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Introduction

'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)

In order to be positively effective ..."feedback must answer three major questions asked by a teacher and/or by a pupil:

- Where am I going? (What are the goals?),
- How am I going? (What progress is being made toward the goal?), and
- Where to next? (What activities need to be undertaken to make better progress?)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

1.Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. 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.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at Victoria Primary:

- a) Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal / immediate feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini-plenaries and mid-lesson adjustments. It may also be verbal / immediate feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- b) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- c) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- d) Self-assessment and peer assessment of the attainment and success of a piece of work. This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback at Victoria Primary School.

3. Non-negotiable Procedures for Marking.

All marking is to be carried out in green pen

All pupil feedback is to be completed in red pen. Younger pupils (P1 and P2) will build up to responding in pen.

All marking is to be done in a clear legible writing. Marking should fall in line with the school's identified script.

The marking code is to be followed in all cases. (see Appendices)

The marking code should be accessible to all pupils in the learning environment and in the front of all their books.

Marking should always reflect the learning intentions and success criteria of the lesson as indicated in planning notes.

Developmental marking should take place for each pupil when required, using next steps to provide challenge or to recap on previous learning as a result of misconceptions. Ideally, this should take place at least once per week, per child, in Numeracy and Literacy. Developmental marking should also be used when marking World Around Us work, however, this marking should focus on the skills and knowledge taught within the identified subject.

Developmental Marking

Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

To manage marking *stick-it* notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in their red pen and the peer assessor's initials must be also left.

Responding to comments

Pupil response to comments should be made in red – so that it is clear they have been completed. Response should be made as soon as reasonably possible in order to support pupils effectively. Time will need to be allocated to this procedure. Ideally, first thing in the morning, during registration time would be ideal for pupils to action marking points.

Work that is marked developmentally requires a response from the pupil. Pupils need time to develop this skill from Y1 to Yr7 and throughout the school year appropriately. In each class effective time must be given to **teaching** pupils to respond to tasks swiftly. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and skill of pupils.

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this. Likewise, tasks must be effective in improving work, yet brief in execution. Acknowledgement of the response must be swift and concise.

Marking Symbols

As outlined in the appendices, our marking policy uses a range of stamps and symbols as a support tool. As a result of pupil voice interviews, it was clear that some of our younger pupils could not read or understand teacher comments due to their age and reading ability. This ultimately meant that teacher marking and feedback was not effective as it did not aid improvement for all pupils. For P1 – P3, marking is mainly through the use of stamps in order to aid development and highlight areas for improvement.

For P4 – P7 a range of symbols are used in order for children to quickly identify next steps and misconceptions. These symbols are identified within the appendices.

Marking Arrangements

Marking should always be completed as soon as possible once it has been completed so that feedback can be given to pupils in a timely manner. However, we are fully aware that immediate feedback is the most powerful marking tool at our disposal. Teachers and classroom assistants are actively encouraged to review pupils' work during a lesson and provide marking and feedback, in-

line with this policy, as the lesson develops. This will allow the teacher to identify misconceptions during a lesson rather than away from the lesson when marking books.

Primary 1 – Primary 3

Marking Guide



Immediate Feedback Given Stamp

This stamp is to be used **throughout the lesson** to indicate when immediate / verbal feedback has been given to pupils. This will forego the need to write a specific comment about this feedback. This should be stamped in the child's book at the exact point feedback was given. This will then show that the child has acted upon your feedback.



Next Step Stamp

This stamp is to be used when a pupil requires a next step. A next step may be to address a misconception identified during marking or to provide the pupil with an additional challenge. Next steps should focus on the completed piece of work. Next steps should not contain '**next time do...**'. From pupil interviews it was clear that pupils did not always remember to complete the identified action on the next piece of work.

You've achieved your learning objective.



You're working towards your learning objective.



I need to give you some more help so that you will understand.



Learning Objective Stamps

It is extremely important that pupils know how they are achieving. Page 1 of this policy explains how marking should inform pupils 'How they are doing'. These stamps, **stamped beside the learning objective**, will inform pupils if they have achieved the objective, are working towards it or need some more help to achieve it. If pupils have not achieved the objective, it would make sense for a **Next Step** to be given to this child. It may be that this child will need to complete corrections once verbal feedback has been given.

Literacy Marking Stamps



Listen for sounds



Look carefully



Full stops



Capital I



Pencil grip



Target reached



Handwriting (ascenders/descenders)



Upper/lower case letters



Letter formation



Spelling mistake



Great ideas



Finger spaces

Numeracy Marking Stamps



Number formation



Counting carefully



Unit of measure



Select appropriate resources



Write one digit per square



Property of shapes



Correct place value



Show how you worked it out



Check answers carefully



Use a ruler



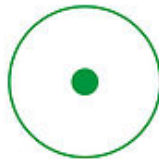
Use the correct operation



Number square

Literacy and Numeracy stamps should be used consistently across P1 – P3. Stamps can be used beside the **Next Step Stamp**.

For example:



Full stops

This will indicate to the child that they need to look over their work and check their use of full stops.

Also, this stamp could be placed on the next page in the child's book allowing them to remember that they need to focus on full stops during the next piece of work.

Other marking symbols



A dot beside a piece of work will indicate to a child that the answer is incorrect. This will mainly be used in Numeracy.



A tick indicates a correct answer.

Primary 4 – Primary 7

Marking Guide



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SP

Spelling mistake. To be written beside the incorrect spelling within a piece of work. correct spelling to be written in the margin and child to copy it out 3 times in their red pen. A maximum of 3 spellings to be identified.



A circle indicates missing punctuation. Children to use their red pen to correct this mistake by adding in the correct punctuation.



Omitted word or phrase. Children to use their red pen to include the correct omitted work or phrase.



New paragraph needed .