


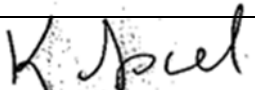
LITTLE HEATON CE PRIMARY SCHOOL



Marking and Feedback Policy

Mark 9.23 - *All things are possible for those who believe.*

Learning Together We Grow in Faith

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Headteacher Signature: 	Chair of Governors Signature: 



Introduction

Our marking and feedback policy is designed to give the children of Little Heaton the best opportunity to show what they are truly capable of.

Approach

At Little Heaton we mark against the success criteria set out from the planned learning objective. The success criteria are in child friendly language and should enable children to understand what they need to do to achieve the learning objective. Sharing learning objectives and success criteria with children lead to children, teachers and practitioners being more focused on learning than on the activity therefore enables the children to become more evaluative.

Marking

We believe that marking should:

- Provide clear feedback to pupils about the strengths and areas for improvement in their work
- Direct pupils to what to do to improve their work
- Provide a record of pupils' progress
- Help pupils in setting their own targets for improvement and evaluating their progress towards them
- Recognise, encourage and reward pupils' efforts and progress
- Help parents/ carers understand strengths and areas for development in their child's work

Types of Feedback

- Teacher's Written Feedback
 - Action marking should be a direct instruction of something the child can do in their book, e.g. rewriting a sentence with correct punctuation, improved/up-levelled vocabulary
 - Marking secretarial features, sometimes including codes
 - Acknowledgement marking, e.g. initialled or ticked
 - Summative comment relating to learning intention
 - Highlighting success and improvement needs against the learning intention.
 - Comment on child's personal target
 - Emotional response to work
 - Comment intended for teacher's assessment or planning record.
- Teacher's Oral Feedback / Ongoing Dialogue Between Teacher and Pupil
 - Summative response, e.g. right answer
 - Formative dialogue, e.g. delving and questioning
 - Shared whole class or group marking with teacher leading
 - Going through previously marked work with one child
 - Marking in conference with one child: secretarial features or success and improvement
- Pupil Marking Own Work (Using Success Criteria)
 - Marks own closed exercises
 - Edits own work (secretarial features only)
 - Identifies where personal target has been met
 - Identifies where success criteria have been achieved
 - Identifies where improvement can be made against success criteria and makes improvement
- Paired Marking (Response Partners)
 - Swap work and mark closed exercises
 - Edit written work (sec features only)
 - Identify positive aspects only

- Identify success and improvement needs against learning intentions / success criteria
- Present paired marking decisions to class or group

Checking Impact of Written Marking (see Hattie and Marking)

Can teacher's show that their marking and feedback is:

- Changing / redirecting children's learning
- Acknowledging the teacher knows what the child needs to do next: revisit, consolidate or move on
- Read, understood and actioned by children
- Used as part of a two-way dialogue to improve learning and progress
- Modelled by children when evaluating their own work
- Simple
- With the ultimate test being that it is making an impact on the quality and rate of learning and progress.

Criteria for Monitoring Written Work and Feedback

- It is legible and presented with a concern for layout and appearance.
- It is easy for the reader to follow.
- **PUPILS MAKE PROGRESS.** There is improvement by the same pupil over a period of time. For example, across a unit of work from pre-learn to post-learn task.
- Pupils can use various means of conveying information across a range of subjects; for example, words, graphs, maps, statistics, brief notes, diagrams.
- What is written is right for the purpose, for example it covers all the aspects of the task set and is of sufficient length to deal with them adequately.
- In the short term, pupils are asked to redraft work so that it is more effective and not only more technically correct. *Children in KS2 have a **purple polishing pen** to complete this work.* They may use IT to do some of this.
- They become increasingly aware of how written communication can be made to serve a variety of purposes. Their work increases in subtlety and discrimination.
- They persevere with a task until it is completed.
- The work is checked and marked regularly, including work that may be continuous, such as note-writing.
- The marking is consistent, and related to shared learning intentions / objectives / success criteria.
- Problems and difficulties are diagnosed, ways forward are indicated.
- Comments encourage and challenge.
- Pupils are told what progress they are making.

Abbreviations

LO: Learning Objective

SC: Success Criteria

T: Teacher

TA: Teaching Assistant

ST: Supply

S: Supported

I: Independent



Marking Policy

- ✓ All work should be marked in **green pen**.
- ✓ Marking should always contain constructive comments, praise.
- ✓ Use stickers or stamps to motivate the children.
- ✓ Please comment on handwriting, spelling and grammar when appropriate to the objective and the child has not met your expectations and model at the bottom of their work for them to practice.
- ✓ All feedback must be purposeful.
- ✓ Live marking should be used, when possible, to give instant, verbal feedback.
- ✓ The greatest evidence of marking/feedback is the progress over time, rather than the amount of time spent marking or the number of comments in books.

English Books

Good to be Green

- Underline in **green** 2/3 issues which exemplify the achievement of the learning objective and success criteria.
- Draw a small **green** bullet point and write a phrase or sentence to acknowledge an achievement, including praise.

Pink to Think

- Underline in **pink** 1/2 issues to improve linked to LO / SC.
- Ask the child to practice this issue. Draw a small **pink** bullet point and write the words, e.g. 'Rewrite the first sentence with finger spaces.'
- This should be corrected by the child and may need further scaffolds from the adult to correct error (e.g. verbal feedback from teacher or TA).

Maths Books

- Work that is correct is marked with a tick; incorrect answers are marked with a dot.
- Inverted numbers to be modelled and corrected.
- Incorrect work should have a modelled example and 2 corrections completed to show understanding.
- When all work is correct challenge the children by asking them to apply

Foundation Books

- Teachers to acknowledge the work using stickers, ticks or written comments.
- If a child has not met the objective of the lesson, then an opportunity to do this must be provided. This could be to give additional time to complete; to support with verbal feedback or support the child using a written response. No evidence of this is necessary in books if it is felt that verbal feedback is the most beneficial to the child.

Guided Group Work

- If a pupil has worked with an adult in Guided Group work then place a T / TA, to show that an adult has guided this work.
- This symbol needs to be placed at the start of the marking comment.
- All TAs marking group work should follow the policy agreed above.
- If a pupil achieved the learning objective of the session the phrase **LO** should be underlined in green.
- Any supply teachers will be made aware of these procedures; they must indicate with an ST at the start of the marking that this was completed by a supply.



John Hattie and Marking

Hattie's 8 Mind Frames can be directly linked to effective marking and feedback.

1. *My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.*
2. *The success and failure of my students' learning is about what I do or don't do. I am a change agent.*
3. *I want to talk more about learning than teaching.*
4. *Assessment is about my impact.*
5. *I teach through dialogue not monologue.*
6. *I enjoy the challenge and never retreat to "doing my best".*
7. *It's my role to develop positive relationships in class and staffrooms.*
8. *I inform all about the language of learning.*

Mind Frame One:

My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.

Marking is Analysing Learning

- What has the child learned?
- What has the child not learned?

Mind Frame Two:

The success and failure of my students' learning is about what I do or don't do. I am a change agent.

Marking is Analysing Teaching

- Identify the next steps:
 - What does the child need to learn next?

Mind Frame Three:

I want to talk more about learning than teaching.

Marking is Changing Learning

- Implement the next steps:
 - What strategy will be lead to learning?
 - Model of issue not learned?
 - Fix-it group for issue not learned?
 - Just have another look.....

Mind Frame Four:

Assessment is about my impact.

Marking is About Impact on Learning

- So What?
 - Has the child learned how to do it?
 - Did your planned strategy work?