MARKING AND FEEDBACK POLICY
2021 - 2022

The Downs Primary School and Nursery
Part of the Passmores Co-operative Learning Community
November 2021

Introduction

Marking and Feedback is an essential part of planning, teaching, learning and assessment. It should respond to children's work through constructive comments that acknowledge pupils' achievements, as well as encourage positive attitudes and learning behaviours leading to improved standards.

Effective marking allows for self-assessment, where the child can recognise the next steps in their learning. It also encourages them to accept help from others.

At The Downs Primary School and Nursery we aim to mark positively whenever possible to enhance self-esteem and confidence.

Effective marking should:

- Develop a growth mindset (children will receive growth mindset stickers)
- Evaluate and assess children's learning
- Tell pupils how well they are doing and how to improve
- Leave pupils with action points
- Show them their work is valued
- Establish continuity in comments from one piece of work to the next
- Be consistent across the school
- Inform future planning and learning

2 Responsibilities

2.1 The Headteacher/Senior Leadership will:
- Monitor marking and feedback through children's work and discussion with children.
- Support staff with feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing the policy.

2.2 Teachers will:

Ensure that marking and feedback will:
- Give recognition and appropriate praise for achievement;
- Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs;
- Give clear strategies for improvement;
- Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others;
- Use assessment and marking to inform future planning and individual target setting.

2.3 Teaching and Learning Support Staff will:
- Ensure that they are aware of the school's marking policy and check with the teacher as needed.
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Use knowledge of how children responded in order to assist in the planning of the next lesson.

2.4 Parents will be:
- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning;
- Encouraged to understand that all forms of marking support their child's learning.

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3   Forms of Marking and Feedback

At The Downs Primary School and Nursery we recognise that a variety of marking strategies should be used on a daily basis to support the learning of our children. All comments made by staff are expected to be written in a neat, legible, joined handwriting style, where appropriate, or word processed. All marking should be completed with a purple pen. Next steps should be easily identifiable.

3.1   Verbal Feedback The Downs Primary School and Nursery recognises the importance of children receiving regular oral feedback. Adults talk to children about how they have met the learning objective and their success criteria. Through discussion, teachers will correct any misunderstandings and extend learning by giving next steps advice. Children of all ages need verbal feedback from time to time, but this is particularly important in the early years, Y1 and some SEN pupils who are unable to read a written comment.

3.2   Acknowledgement Marking – All written work should be acknowledged by a tick at a minimum and adults could use short phrases to acknowledge an aspect of work or effort – eg great story, super handwriting.

3.3   Self Marking – After being taught how to self-mark there will be times when children are given the opportunity to mark, correct and edit their own work. This is usually in response to *Success Criteria*.

3.4   Paired Marking – After being taught how to pair-mark children might, at times, be asked to mark the work of another class member as part of effective teaching and learning practice. They do this against the *'Success Criteria'* set out for the lesson. Children will be encouraged to write a helpful comment.

3.5   Conference Marking (KS2) – This is carried out on a one to one basis with the child and class teacher and involves going through the books together and agreeing targets.

3.6   Next Step Marking, Challenge and Feedback - This can be carried out in or after the lesson by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:

> 1. Positive comments about what the learner has done well, focusing on the learning expectations for a particular piece of work.
>
> 2. A brief indication of how improvement can be made with a next step activity. The purpose of a next steps activity is: to remind, extend, support and to practise.

> Examples of next step activities:

- A simple **reminder** of what could be improved; e.g. *'What else could you say here? Can you think of a better word for bad?'*

- **Extend** thinking, e.g. *'Write a word problem using this calculation'*

- Provide some **support,** e.g. *'What was the dog's tail doing?', or 'Describe the expression on the girl's face'*

- **Practise** a skill: 'Write three sentences with an adverb from the list'

> It is important that you actively plan time for the children to read comments and act upon them – this is usually at the start of the next lesson following the marking but can be carried out at other times of the day.

4.   Marking within subjects

4.1   English, Mathematics

- Each child will have, on average, one piece of work marked each week giving detailed feedback and a next steps activity for children to complete. This may increase in a specific writing week within an English unit where children will need to improve aspects of their writing before completing an independent piece of writing at the end of the unit – hot piece.

- All written work will at least be ticked to recognise the work a child has completed and where relevant an acknowledgement sentence or short phrase.

- In KS1 and KS2, English and maths work needs to be marked against the success criteria. This could be used to address and support next step marking and teaching.

- Spelling mistakes need to be identified in all written work (including maths) and provide opportunities for children to correct these spellings (a maximum of 5 per piece of work). Generally, these should be underlined by the teacher in KS1, and in KS2 the code 'sp' is put in the margin for the children to find the spelling themselves. This is dependent on the ability of the child and needs to be child appropriate. Spellings that are identified should link to common exception words from current or previous year groups or words linking to those explored in spelling lessons.

- Calculation mistakes in maths should be identified with a dot. Mistakes identified need to be addressed within the lesson or as part of a next step.

- In light of using the Mastery approach in maths challenge may be built into the lesson, this needs to be identified with a 'ch' code. See Mastery maths documents for examples of appropriate challenge or refer to the Mastery checklist in every classroom.

4.2 Science

- All Science written work should have at least a tick to acknowledge the work and an acknowledgement sentence/ short phrase.

- Next steps marking should take place twice within the unit where relevant.

4.3 Topic

Some subjects are difficult to mark due to their practical nature; but

- All written work should have a tick to indicate that recorded work has been seen.

- Spelling mistakes/ basic punctuation errors need to be indicated using the marking code and opportunities given for children to correct these (a maximum of 5 per piece of work)

There should be a level of autonomy for teachers to decide which is the best form of marking for specific children. There should also be autonomy for teachers to decide which is the best form of marking for a specific lesson regardless of subject.

5.   Marking and feedback in the Foundation Stage:

Marking and feedback in the Early Years Foundation Stage will be in response to observation of children's learning. Therefore, it will be more heavily weighted towards verbal feedback and staff discussion. Appropriate methods for marking and feedback in the EYFS are:

- Regular praise and encouragement
- Adults talking to children individually about their achievements and how to develop their skills further
- Group time where children talk with their peers and teacher about their learning
- Annotation of photographic evidence
- Written observations
- Simple images as reminders or rewards e.g. a smiley face, stamps, a growth mindset sticker to indicate next step to develop in next piece of writing/number work
- School reward system to celebrate their achievements – stickers.

6.   Moderation
Opportunities for work to be marked with other teachers will be provided, as necessary, to develop consistency of expectations and moderation of standards.

7.   Monitoring and Evaluation
Each term, the Leadership Team will discuss samples of work with the class teacher to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment,
- Teacher view on the usefulness and manageability of the marking policy.
- Consistency in teacher's marking across the school.
- An awareness on the part of the pupils of what is expected of them.
- Improved presentation

Marking icons and stamps will be shared with all pupils and displayed in the classroom so that they are understood by all pupils.

At the time of reviewing this policy extra precautions are taken when marking to reduce the risk of contamination as outlined in our risk assessment.

Appendix 1 – Agreed Marking Code KS1 (KS2 code can also be used for children as appropriate)

Use correct letter formation

Listen for sounds

Use upper and lower case letters appropriately

Use finger spaces

Use full stops

Sitting on the line with ascenders and descenders

Independent work

Verbal feedback given

Adult support

1 to 1 support given

Appendix 1 – Agreed Marking Code KS2 (KS1 code can also be used if needed)

(a̲)	**Incorrect use of case**
(∿)	**Spelling mistake**
(∧)	**Missing word or words**
(//)	**New paragraph**
(◯)	**Missing or wrong punctuation**
(?)	**Check as this doesn't make sense**
(👀)	**Look here or look at this again**
(Sp)	**Incorrect Spelling**
(·)	**Mistake in maths calculation**
(U)	**Underline**

Appendix 2 – Examples of Feedback Prompts

Writing Prompts	Maths Prompts
Read your work – can you add (e.g. 3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add … (e.g. your method, a number line, jottings)
Try to find a sentence which needs to be changed/ doesn't make sense and improve it.	Can you find where you went wrong?
Now try these …	How could you check this calculation?
Is there another way you could write this information? (signal the sentence/ paragraph)	If the answer was …., what could the question be?
Can you find a way of writing this in a shorter sentence?	Is there another way you could do this? Show it.
Finish this sentence …	Can you find a quicker way of doing this? Show it.
Fill in the blanks …	Finish this sentence … (explaining working)
Highlight the sentence where you have used … (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Put a star next to where you have used (e.g. the grid method, column method, a strategy to check your answer)
Put a star next to two sentences that have adverbials	Fill in the blanks for this calculation …
Write another connective/ sentence that shows how the …	Tell me two numbers that have a difference of …
What would happen if …?	What unit of measure would you use to measure the length of a table?
What if you could only use …? (e.g. short sentences, complex sentences)	What are the factors of …?
What if you couldn't use …? (e.g. short sentences, complex sentences)	What is another method that may have worked?
	Show me how this would work with less numbers, 3-digit numbers, a number line?
	What would happen if …?
	What if you could only use …? (e.g. multiples of 5, 3-digit numbers, numbers less than 0)

	What if you could not use …? (e.g. multiples of 5, 3-digit numbers, numbers less than 0)

Appendix 3 – Self & Paired Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom to support pupils with self and peer assessment.

I liked …
I learned …
I think I will …
I never knew …
I discovered …
I was surprised to learn/ find out …
I still wonder …
I have learnt …
Next time I could …
I now know …
I found … difficult because …
I solved … by …
The best example of … is …
I like the way you …
… is effective because …
You could make your work better by …
Have you thought about …
If we look at the success criteria we can see …
Next time you could …