

Holmesdale Infant School



Marking and feedback policy

Sept 2016

Rationale

'There is no point spending an unnecessary amount of time recording written comments that may not be understood, read or acted upon by the pupil.'

'There is absolutely no argument whatsoever for teachers to be writing formative feedback on sheets of paper that the children will never see again.'

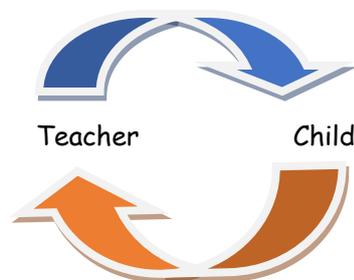
'Extensive research has shown that learners are more likely to act on oral feedback than on written feedback.'

Dylan William [Professor of Educational Assessment at Institute of Education, University of London]

Assessment, marking and feedback are methods by which we can ensure that children receive feedback about their work and how they can improve and learn further. This policy aims to provide a coherent approach to the school. It is important that children feel their efforts are acknowledged and given attention, as well as being a strong assessment tool for the teacher, and a means of enabling pupils to know their next step in their learning and **then do it**. Please view this policy as a menu of effective feedback that should be applied to pupils' work to have maximum effect on learning and progress.

THE AUDIENCE FOR THE FEEDBACK IS THE CHILD.
The recipient of the feedback needs to work harder than the giver.

Feedback is a 2-way process and consists of a loop. Children need to be given time to act on the feedback and close a gap in learning.



The Hallmark of effective marking and feedback.

- 1. Pupils understand how to improve.**
- 2. It gets acted upon.**
- 3. It leads to improvement**

What do we know works well?

Awarding grades/scores for every piece of work may reduce the impact of marking - children become preoccupied with them rather than concentrating on improving.

Marking made specific and actionable is likely to increase pupil progress.

Pupils will not benefit from marking and feedback unless specific time is set aside to respond.

Some styles of marking such as acknowledgement marking are unlikely to enhance pupil progress.

A mantra might be that school mark less in terms of the number of pieces of work, but mark better.

Aims

At Holmesdale Infant School responding to children's work is intended to act as a constructive method of feedback to the individual child so that achievements are recognised and needs identified.

Feedback should:

- Be constructive
- Be clear and precise
- Be fair
- Motivate and show success
- Address its audience
- Be as immediate as possible
- Focus upon the lesson objectives and/or children's individual targets
- **Sometimes** show the next step in learning where appropriate
- Enable children to reflect on their work and respond and improve
- Make learning visible

Objectives

- To feedback and mark according to the lesson objectives/individual targets/success criteria
- To mark / feedback in depth for a focus group where appropriate
- To encourage and guide using the formal and informal rewards for effort and achievement and learning behaviour, e.g. sticker charts / rewards trophies
- To mark constructively, developing children's understanding. **THEY MUST BE GIVEN A PRECISE ACTION TO DO IF THERE IS SOMETHING TO CHANGE, IMPROVE OR CORRECT.**
- To include targets and strategies for progress where appropriate
- To use marking judgements to inform future teaching plans, records and reports
- To use the adopted policy across the school for continuity

Making marking and feedback manageable - what will it look like?

In **Reception** there is no expectation that marking is written. Any written comments on work / post-it notes should be to give additional information for the purpose of teacher assessment, report writing and record keeping. High quality verbal feedback should be used to ensure that the children move forwards in their learning. Expectations should be high at all times and an ethos of challenge should continue to be cultivated and challenged, with all children being challenged, according to their ability.

Once a child in Reception can read then the KS1 marking and feedback system should be introduced. This will prepare children for transition into Year 1 and secure accelerated progress.

In Year 1 and Year 2 some marking will be immediate and verbal, taking place during 'live marking' lessons. This marking will be done using the green pen and purple pen system and will be marked with 'L' at the top of the page for a complete piece of 'live marked' work or and 'L' up to the point where the work was live marked and the rest was distance marked. Other 'distant' marking will be recorded and also done using green and purple pens. At the beginning of Year 1 this feedback may have to be scribed by an adult with the children giving verbal explanations.

Green for 'GO!' - Any work underlined with a ruler in green pen indicates something that the child has done well. In allocated 'Detective' time the child should write down what they have done well [using correct terminology if ability appropriate, eg My sentence included the imperative verb... / I used the time conjunction...]. This correction should be written in a green pen.

Purple for ' PRACTISE' - Any work underlined with a ruler in purple pen indicates something that the child needs to develop and improve. In allocated Detective time the child should write down what they need to practise [using correct terminology where appropriate] and write the correction. This should be written in purple pen.

Any careless mistakes should be recorded at the bottom of the work by the teacher and practised by the child [eg handwriting error / letter or number reversals / common words spelt incorrectly etc]. These common errors could also be sent home as personalised learning homework.

There is NO expectation that staff will write lengthy comments / next steps etc for each piece of writing.

When doing a longer piece of writing [to be checked against interim assessment frameworks for writing] the teacher should give a success criteria checklist for the children to check their work against. This should reflect the success criteria that has been built up for a particular genre /text type over time.

For example:

Instructions Checklist			
I should include:	Self	Peer	Teacher
Title			
Headings and sub-headings			
Labelled diagrams			
Time conjunctions			
Imperative verbs			
Prepositions			
Adverbs			
Punctuation to include full stops, capital letters and commas			

To aid consistency across the school, the marking scheme agreed by staff should be displayed clearly for the children to refer to. Children should be made familiar with symbols at the beginning of the year or where appropriate.

Marking should be done and returned to the child as soon as possible. **The more immediate the feedback the better.** Consideration should be given to the level of oral and written feedback given. When distance marking has been carried out, children time must be given to read and respond to the feedback, as this will have more impact and will enable children to develop their work. This should be made clear on the timetable [eg after handwriting and before English at the beginning of the day / at the beginning of the afternoon if necessary].Whenever possible, guided teaching should address gaps in learning for groups of children in the afternoon. This could be led by teachers or T.A's.

Whenever possible, marking should be done with the child present. Comments should focus upon key issues linked to lesson objectives and success criteria rather than attempting to correct all mistakes. Teachers must take this into consideration when planning lessons, for example allowing time to do 'live' marking, using T.A's to work with groups of children and mark their work, extending the plenary to allow time for peer / adult marking etc.

Teaching Assistants who work with groups are able to give verbal feedback to the children, and can mark work, also feeding back to the teacher about the group. Supply and support teachers should mark work done in their lessons and should sign accordingly.

Children's self assessment

If the teacher is the only one giving feedback then the balance is wrong and the children have no stake in their learning. If children are trained to be able to identify success against the success criteria of the task, they can readily identify their own and their friends successes. Self assessment can only be successful when children have established a system of sharing learning intentions and success criteria.

Success criteria

- Objectives tell us what we are going to learn
 - Activities are how we will learn
 - Success criteria tells us how we will know if we have been successful
- Success criteria shared with the children stops them from guessing what the teacher wants.

At Holmesdale Infant School, we will share the learning intention / objective for each lesson. This can be done orally or written down, and will be referred to throughout the lesson. There is no requirement for this objective to be written / stuck into the children's books. Staff completing book scrutiny should cross reference the planning with work in the books to see what the learning intention of the lesson was. Any written marking would also make this explicit. Success criteria will be shared for each lesson, and also developed and displayed on the working wall throughout a unit of work.

From Early Years to Year 2, teachers explain and show learning intentions and success criteria in the most appropriate ways according to the children's needs, and levels of understanding.

Children, where appropriate can be asked to assess their own work by putting ✓ / ✓✓ / ✓✓✓ after their work, indicating whether they:

- ✓ - found it tricky and need some help to understand
- ✓✓ - Need some practise, but nearly there!
- ✓✓✓ - Understand what to do and ready for the next challenge.

These link to the ticks used by the teacher.

Live Marking and Feedback

This is at the heart of effective feedback. Whilst children are doing their work, write or ask a question, move away, then in a few minutes, return to see if they have done it.

Gallery Critique

This is a form of peer assessment. Children will have their work reviewed by others **being kind, being specific and being helpful**. This will be modelled and led by the teacher. Work could be discussed in a small group, on a visualiser etc. Children are then encouraged to give feedback, and act on the same advice in their own work. They are also more likely to see work improving in front of them and also see excellent quality work of others. An area of the classroom would need to be the designated gallery critique area.

Special Needs

Children with special needs may have a particularly fragile level of self esteem and every attempt to encourage and motivate should be taken. It may be appropriate to amend the criteria to take account of this.

Where a teaching assistant or support teacher is working with children they should apply the same marking system as the class teacher. All staff should have access to methods of rewarding and encouraging children and feed through successes. Supported work should be indicated and signed by teaching assistants and other members of staff.

Equal opportunities

Feedback and Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to the success criteria, so that they are not 'in the dark' as to how they will be able to achieve success.

Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender.

Parental involvement

Judgements made will be summarised and fed through to parents during parents' evening, via reports and sometimes informally. Parents may occasionally expect all mistakes to be corrected and will perhaps need the principles of marking objectives explained to them.

Policy review

This policy was written Sept 2016. The next review is September 2017.

The rewriting of the policy was as a result of previous marking policies having less than desired impact on the progress of children as well as the aim of making marking more manageable.

Reference was made to 'Eliminating unnecessary workload around marking' [Report of the independent Teacher Workload review group]. Input was taken from Derbyshire Partnership for Learning Teaching school Alliance.

All staff were involved in the writing of the policy, and the children were involved in considering the symbols they would find useful.

The next review will look at:

- Its successful application throughout the school by teachers and other staff.
- The extent to which children have responded to comments and marking by extending their learning further leading to higher standards of attainment and progress.
- The standards of pupils self assessment skills and their proximity to the teacher's.
- Teacher workload regarding marking and feedback - it has been made manageable and there is a work-life balance.

Some questions to consider...

Should we mark every piece of work?

How often should we mark?

Should it include praise?

Should we correct all mistakes?

How can we incorporate opportunities for children to assess their own work and that of others?

Could we use coloured pens/highlighters?

Stamps and symbols? Should there be a code?

Should work be marked in different ways?

How will oral feedback be maximized?

What alternatives are there to traditional 'marking' approaches?

Marking Code [To be used by all staff, displayed and shared with the children]

	You understand what to do and are ready for the next challenge.
	You need some practise, but are nearly there!
	You found it tricky and need some help to understand
'Green for go!'	Great - write down what you have done well!
'Purple means practise'	Oops - Re-read and write down what you need to do to improve your work. Write down the improved sentence.
	Remember Capital Letters
	Remember full stops
	Correct your spelling please
	Use finger spaces please
	Take care with your handwriting please
	You need to correct this mistake in maths.

	You need to increase the quantity of your work please
	I love this! Well done!
	Verbal feedback has been given
	This work has been completed independently
	You have self-corrected this
	This piece of work started as guided but became independent later on.
	This has been completed as a guided piece of work with the teacher or a teaching assistant.
	A supply teacher taught the lesson.

Any comments must be made in black ink, and be written in a neat and legible school style of handwriting, so that children and parents can read it clearly.

Oral feedback we believe has the most impact, being done with the child.

All markings must be against the Learning Objectives shared with the children at the beginning of the lesson and against the success criteria shared with the children.