

George Eliot Primary School

Marking & Feedback Policy

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FEEDBACK AND MARKING POLICY

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1. **The Purpose of the Policy**

The purpose of this policy is to make explicit how teaching staff give children verbal and written feedback at George Eliot, so that it is consistent across the school. All members of staff are expected to be familiar with the policy and to apply it consistently.

We at George Eliot (GE) Primary know It is important to provide constructive feedback to children, focusing on success and how to improve. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

3. **Objectives for Marking and Feedback**

- To share with children what they have done well and to celebrate their achievements.
- To provide clear next steps about how to improve.
- To diagnose and challenge misunderstandings and misconceptions.
- To inform future planning.
- To use target setting to drive progress.

4. **The Key Principles That Guide the School's Approach To Marking And Giving Feedback**

Marking and feedback should:-

- Be manageable for teachers and accessible to children;
- Provide clear feedback to children, relating to the learning objective and success criteria;
- Provide clear advice and strategies for improvement and next learning steps;
- Involve all adults working with the children in the classroom;
- Give recognition and praise for achievement and clear strategies for improvement;
- Allow specific time for children to read, reflect and respond to marking;
- Respond to individual learning needs: e.g. marking face to face where appropriate;
- Inform future planning and group target setting;
- Use consistent codes within George Eliot Primary School;
- Show children that their learning is valued and purposeful;
- Ultimately be seen by children as a positive approach to improving their learning.

5. **Verbal Feedback**

Verbal feedback is extremely important and should be ongoing throughout lessons. It is important for all children to have verbal feedback from a member of the teaching team. This dialogue should focus upon successes (where they have met the learning objective / success criteria) areas for development and to set targets for future learning.

All children need verbal feedback from time to time, but this is particularly important in the early years and Key Stage 1 where children may be unable to respond to a written comment.

The adult giving feedback should record that verbal feedback has been given with a **Ⓟ** and include bullet points of what was discussed. Or with older children, this could be written by the child.

6. Presentation

- Teachers will mark in blue pen. (NOT RED), using the school's adopted handwriting style.
- Pupils will respond in green pen.
- Children will not use rubbers in books except for drawing activities eg graphs, tables. Mistakes should be crossed out neatly with a ruler.

Maths

Children write in pencil. LO and short date should be recorded and underlined with a ruler.

English

Children write in pencil unless they have been granted a pen licence, in which case they write in ink. LO and long date should be recorded and underlined with a ruler.

In all cases children will be encouraged to write in the school's cursive handwriting style.

9. Acknowledgement Should Always Relate To the Learning Objective Or Success Criteria

Some learning will be marked alongside the child, where possible, and guided / focus groups should be acknowledged as they will have had ongoing input from the teacher during the course of the lesson.

10. Next Step Marking

The teacher's focus is on both successes against the learning objectives / success criteria and next steps.

When focus marking, teachers will:-

1. Highlight the success criteria on the learning objective sticker and examples of this in the child's learning in **PINK**.
2. Use a **GREEN** highlighter to identify a section of their learning that could be improved.
3. Provide a comment next to green highlighter which relates to the highlighted part of the child's learning and provides a next step question.

Next step/target/challenge

Different types of prompts should be used, depending on the task involved and the ability of the child.

- A reminder prompt (lower ability children) eg 'Think of a better word than "bad"?'
- A scaffolded prompt (middle ability children) eg. 'What kind of monster was he? Change "bad" for a word that makes him sound more scary'
- An example prompt (top ability children) eg 'Try one of these or your own instead of "bad" – ferocious, terrifying, evil')

Time will be regularly allocated for children to read and respond to any comments made by the teacher. This will usually be at the beginning of the next lesson.

Teachers will model this process to the children so that they are clear what the different coloured markings on their books means and what is expected of them when they respond.

11. Self-Marking and Evaluation (Self-Assessment)

Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

Children will be encouraged, where appropriate, to respond to the written feedback, either verbally or by making the changes suggested in the feedback.

All children should be encouraged to self-evaluate and older children should be encouraged to check their learning through identifying from their targets / lesson success criteria what they have succeeded in and what they need to do to improve further.

In Key Stage 1, children may use smiley faces as an alternative method. The plenary can then focus on this process as a way of analysing and learning.

12. Paired Marking (Peer Assessment)

Children are sometimes encouraged to mark learning in pairs. This is something that as a whole school we are aiming towards carrying out more regularly. The following points are important:

1. Children will be taught how to complete this through modelling with the whole class, watching paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Pairings should be either with similarly attaining pupils (two lower, two middle or two higher attaining together), mixed (one middle and one lower together)
4. The children should follow the same procedures when marking another child's work as they do when marking their own (See details above).
5. Encourage a dialogue between the children rather than one child being the 'teacher'.
6. In EYFS, this will be addressed and introduced towards the Summer Term in preparation for Year 1.

13. Guided focus groups

This is used for guided groups that have had adult input/support throughout the lesson. This can be indicated on the learning objective sticker at the top of the piece of learning. Children will receive verbal feedback during these sessions, so will not always need to have this piece of learning marked with a comment.

14. Correcting Spelling, Punctuation And Grammar

When children have completed a task, teachers tell them to read their work through and check for things that *they know are wrong*. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point.

However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and consolidate previous targets: e.g. when an adult feels that a child should know how to spell a particular word, they will ask the child to correct it themselves, having circled the part of the word the child has spelt incorrectly.

Children are given feedback about the elements that the teacher has asked them to pay attention to that make up a current curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning objectives / success criteria.

15. Subject Specific Marking and Feedback

15.1 Maths

All learning is to be presented with a learning objective sticker.

The L.O. Stickers have boxes for peer and self-assessment which are to be used as appropriate for the particular year group, when these skills have been modelled and introduced.

Adult marking is shown by pink highlighting on the success criteria.

Individual calculations need to be marked with a tick in blue pen or a blue dot if incorrect.

Green highlighter should be used to show children where the improvement needs to be made.

Personalised diagnostic next step comments are to be included twice a week, marked with a star.

Children need to respond to this in green pen and teachers need to subsequently tick or dot the child's response.

If verbal feedback is given, this can be indicated by the letter **V** in a circle next to a short summary of what was discussed either scribed by an adult or by the child.

15.2 Literacy

All learning is to be presented with a learning objective sticker.

The L.O. Stickers have boxes for peer and self-assessment which are to be used as appropriate for the particular year group, when these skills have been modelled and introduced.

Adult marking is shown by pink highlighting on the success criteria. Pink highlighter can be used on children's writing to show examples of where they have met the success criteria.

Personalised diagnostic next step comments are to be included twice a week (and must include a piece of extended writing). Green highlighter should be used in the child's writing to show where the improvement needs to be made.

Personalised diagnostic next step comments are to be included twice a week, marked with a star.

Children need to respond to this in green pen and teachers need to subsequently tick or dot the child's response.

Writer of the Week – One child per week can be chosen for an exceptional piece of writing as Writer of the Week. The child's piece of writing needs to be displayed in the classroom. The child will receive a postcard home from the teacher as a reward.

The use of a **?** in the margin will be used by Years 5/6 to support independence of editing in their writing. This will be introduced for Year 6 in the spring term and for Year 5 in the summer term. When a **?** has been used, it will indicate that within that line there is an error, which the pupil should find and correct.

15.2 Topic and R.E

All learning is to be presented with a learning objective sticker.

Each piece of learning needs to be marked using pink highlighting on the success criteria grids.

Two pieces of learning per half term are to be marked with a next step comment, indicated with a star, which is related to the topic learning (not on literacy aspects within the learning).

Children are expected to respond in green pen.

16. Supply cover – Teachers & Teaching Assistants

- Brief supply cover on the marking policy and remind supply cover to mark any work they have carried out.
- Any work taught by a supply teacher should be acknowledged with an **Ⓢ**

17. Marking and Feedback In The Early Years Foundation Stage

- In EYFS (Year R) teachers focus on giving verbal feedback to the children. Areas for development will be clearly recorded in the 'Next steps' box on written observations, where necessary. These will be displayed in children's 'Learning Journeys'.
- During adult led group work Teachers and Teaching Assistants may write a comment *with* the child, or use smiley faces as an easy way to understand visual assessment of the work
- When Teachers or Teaching Assistants have worked with a group, they will record this with a **Ⓤ** and initial the child's work.
- Children will have the opportunity to comment on pieces of work they have completed in their 'Learning Journey'. Their responses and comments will be recorded in a green pen on a speech bubble and stuck with the piece of work.

Summer Term 2 – Transition to Year 1

- Green highlighters will be used on work for growth (areas for children to develop).
- All positives will be marked in pink – including those which the children have used but are not specific in the Success Criteria
- EYFS will underline in the colours rather than highlight over the top as some children tend to have large handwriting at this age.

18. Monitoring and Evaluating This Policy

Children's books will be monitored regularly and individual feedback provided.


Where appropriate, subject leaders and year group leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.

Subject leaders will monitor subject specific marking as part of their monitoring role.

Marking and Feedback Summary

All pieces of work must include (in the form of sticker):

- Date
- Learning Objective
- Success Criteria

During a lesson where guidance or feedback is given a  will be used to indicate with brief bullet points summarising guidance.



- Pink highlighters will be used to show achievement
- Green highlighter will be used to show areas of improvement (*this should be age appropriate & not excessive*)

In both uses of highlighting it must be directly linked to the LO & SC.

Where a pupil has met all of the LO & SC points the next steps can be providing further challenge.

Maths:

- Adult marking is shown by pink highlighting on the success criteria.
- Individual calculations need to be marked with a tick in blue pen or a blue dot if incorrect.
- Green highlighter should be used to show children where the improvement needs to be made.
- Personalised diagnostic next step comments are to be included twice a week, marked with a star.
- Children need to respond to this in green pen and teachers need to subsequently tick or dot the child's response.

English:








- Adult marking is shown by pink highlighting on the success criteria. Pink highlighter can be used on children's writing to show where they have met the success criteria.
- Green highlighter should be used in the child's writing to show where the improvement needs to be made.
- Personalised diagnostic next step comments, indicated with a star, are to be included twice a week (**and must include a piece of extended writing**).
- Children need to respond to this in green pen and teachers need to subsequently tick or dot the child's response.

Topic:

- Each piece of learning needs to be marked using pink highlighting on the success criteria grids.
- Two pieces of learning per half term are to be marked with a next step comment, indicated with a star.

Time for Responding to Comments:

- All staff will provide regular opportunities for pupils to respond to marking/feedback.

	Correct maths answer
	Incorrect maths answer
V	Verbal feedback given
	Spelling
	Next step/response
	Response to next steps corrections
	Supply teacher
	Group work (EYFS)
?	Y5/6 only (indicates error)