

Glebe Academy

Marking and Feedback Policy



'Achieving Together'

Approved by the Governing Body of Glebe Academy

Chair of Governors: Mrs Kay Price

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Marking and Feedback Policy

Glebe Academy is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking is the most important factor in pupil learning, so this policy is crucial for the school.

'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

Aims

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Principles of good marking

Good marking or annotation of children's work should:

- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the process (whether oral or written), to ensure equity across subjects and abilities.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Ultimately be seen by children as positive in improving their learning.
- Be positive, motivating and constructive and give recognition and appropriate praise for achievement
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, where some work will be marked in detail and every piece seen

- Provide information for the teacher on the success of the teaching
- Relate to the Learning Challenge of the lesson set but also relate to basic skills in English linked to handwriting and spelling
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Relate to English targets in all written pieces particularly those linked to basic skills
- Ensure children can actively demonstrate understanding of targets set
- Be consistent across all subjects

All teachers will adhere to the above principles and:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teachers expectations
- Use children's work as exemplars

Success criteria

- Children * the coloured success criteria they are aiming to achieve in that lesson. This will help support their own learning and provide an indicator of what they should be achieving.

Strategies

Oral Feedback:

- Oral feedback is potentially the most effective form of feedback.
- Oral feedback needs to be specific to learning intentions to be useful feedback.
- One to one marking is difficult to manage in whole class setting, particularly with older children as the volume of the work increases, therefore a range of strategies need to be employed.
- With oral feedback, in the course of a lesson, teachers' comments to children should focus on issues about the learning intention and the success criteria.

Success and improvement strategies

Six types of marking and feedback occur during teaching and learning.

1) Live marking and feedback

Live marking and feedback prompts deeper thinking, and swiftly addresses misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback

given during a 1:1 session with a pupil or in a group basis. This could also be recorded as DWC.

2) Light marking of work

Staff highlight all steps in the success criteria that the child has met in green, ensuring there is evidence in the child's work to support the relevant highlighted success criteria. All success criteria and examples within the work should be highlighted for every piece of work. Within the pupils work, green highlighting of the words/numbers should indicate the successes in relation to the success criteria. Written feedback would be acknowledging and recognising attainment and/or progress, success and/or completion of pupils work.

3) Closing The Gap marking

Not all pieces of work are expected to be marked using the closing the gap marking. Staff need to decide whether work will be light marked and checked or given detailed attention. **Although there is an expectation that in both English and Maths, at least 2 pieces of work per pupil should be marked in depth using closing the gap marking, per week.**

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'what else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant'). With English narrative writing, codes are used to save time and make the feedback more accessible to the child.

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A * is provided relating to achieving their personal target or a positive comment to provide a positive dialogue.

Positive comments can also be used in addition to this to give pupils confidence and encouragement.

Indicating improvement

- Highlight in **pink** where a work improvement or next step could be made.
- **W** indicates a **wish** on how we would like the child to improve their work or their next step in their learning. *See below for examples of prompts.*
- Misspelt words must be identified and corrected. This does not mean correct every word but identify **key words** to focus on. Indicate this with **Sp** and write the correct spelling so pupils can practise these in their books. In Year 1 up to two spelling errors will be identified if necessary. From Year 2, up to three spelling errors will be identified in a piece of work. Pupils will write out this spelling three times at the start of the next lesson.
- An improvement suggestion is written/asked for by the teacher to help the child know how to make the specific improvement. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form.
- Teachers in FS will use the improvement suggestion to children orally as well as written format as they showed with them during the course of a lesson.

Types of prompts

Reminder prompt –

A **reminder** prompt is a reiteration of the learning intention.

Examples:

- How do you think the dog felt here?
- How could you show how the character feels?
- What else could you say here?

Scaffolded prompt –

A **scaffolded** prompt involves the teacher deciding what he/she would like the child to write, then finding a way of handing it back to the child.

Examples:

- Describe the expression on his face.
- Do you think he was annoyed? How do you think he might have shown this?
- He was surprised that he...
- He barked _____ly, running around feeling very _____.

Example prompt –

An **example** prompt models a choice of possible improvements, but asks if the child has an idea of his or her own

Examples:

- Choose one of these, or your own:
- He couldn't believe his eyes!
- He ran round in circles looking for the rabbit, feeling very confused

4) **Paired/Peer Marking**

As part of lessons, children should sometimes be asked to mark work in pairs against the success criteria. The following points are important:

- Paired marking should be introduced with a group or whole class marking one piece of work, with the teacher leading, but inviting the children's contributions so that the piece is marked through a process of discussion, analysis and modelling.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided
- Children should, alternately, point out what they like first, and then suggest ways to improve the piece, but only against the learning intention and not spelling, etc.
- Children will mark their partners work by **underlining in pencil crayon using green for successes and pink for an area to improve.**
- Responses will be made on 'Peer Assessment Stickers' – peer markers will identify 'WWW' (What worked well and present this as two stars and identify an 'EBI' (Even Better If) and present this on a sticker as an improvement wish.
- Pairings need to be based on someone you trust – best decided by teacher. These response partners should then be changed on a regular basis; ideally twice per half term.
- Encourage a dialogue between children rather than taking turns to be the 'teacher' they should discuss each other's work together (e.g. *'I think this bit really shows how that character feels, what do you think?'*)

5) **Self-marking**

- Children should also have opportunities self-evaluate against their target or success criteria. Children can identify their own one or two successes and look for improvement points. The plenary can then focus on this process as a way of analysing the learning.
- Children will mark their own work by underlining in pencil crayon using green for successes and pink for an area to improve.

6) **Shared marking**

- Using one piece of work from a child in another class to mark as a class, using a visuliser, at regular intervals, models the marking process and teaches particular points at the same time.
- Another strategy is to show two pieces of levelled work, with the same title, and discuss their differences.

Agreed marking codes


All classrooms will have the 'Marking Codes' poster on display. The codes are used to provide evidence of oral feedback and other marking taking place:

- DWC – Discussed with child
- GM – Group Marking
- PM – Peer Marking
- SM – Shared marking (whole class)
- GW – Guided Work
- I – Work completed independently

Marking keys and editing

The following keys may help to speed up the process of effective marking.

Spellings should be altered next to the word at the discretion of the teacher (i.e. it may be just high frequency words (HFW) that are changed, or words specifically given in a word bank etc).

P	Punctuation error in that line
Sp	Spelling error to be looked up and corrected
?	Writing does not make sense
CL	Capital letter needed or in the wrong place
^	Omission - represent a word or words or missing
//	New paragraph
	A wavy line under a word indicates an inappropriate or uninteresting word choice

Children's responses/Response time

- Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do.
- Corrections and next steps should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.
- If a pupil makes only a few errors in their Maths work then these errors will be highlighted in pink. Children will usually be asked to correct these errors at the start of the next lesson by rewriting the calculation and the answer. If a pupil has made a lot of mistakes then the calculations will not be crossed or

repeatedly dotted and the learning will be revisited in the next lesson. The action will be recorded in the pupils book.

- When work has been distance marked, time should be given for children to read and then make a focused improvement based on the improvement suggestion.
- Fix it time should then be given enable pupils to act up their next steps
- Fix it time needs to completed in the 'Purple Pen of Progress'
- Time must be built in for groups/individuals to act on marking and feedback given. This can be through: *Planned fix it time; additional support session, guided session with teacher/TA; changes to planning to reflect feedback; intervention session*
- Staff must initial any fix it time work completed by the pupil to show they have checked it

Organisation

- All class teachers have an Assessment file which individual issues or trends identified where observations when marking can be recorded and acted upon in class through verbal feedback, adjustments to planning, increases support or challenge etc.
- Whenever class discussion takes place, feedback is given orally. Notes might also be necessary to inform future planning as a result of the discussion findings.

Support Staff

All support staff should mark work produced by their group of pupils. They should then inform the teacher of the progress and problems from that piece of work.

Supply Teachers

We expect supply teachers to mark work in line with our policy.

Students in school

Students in school are required to follow the policy as appropriate, however the class teacher is also required to initial marking completed by the student to ensure quality assurance.

Monitoring

Marking and feedback is monitored through a number of strategies and is build into the monitoring timetable. This monitoring will be carried out by the Senior Leadership Team and involve specific subject leaders where appropriate. Monitoring of marking and feedback will take place through a combination of the following:

- Fortnightly book scans
- Fortnightly planning scans
- Termly pupil interviews
- Half termly lesson observations
- Learning walks