

Eastcroft Park

Marking and Feedback Policy

1 Introduction

At Eastcroft Park Primary School we will take a professional approach to the tasks of marking work and giving feedback on it. There will naturally be some differences in the marking style used by individual teachers, and the age of the children will have to be taken into account. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process. At Eastcroft Park we foster focused marking to raise attainment and have an agreed whole school approach to marking and feedback.

2 Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson- planning.

3 Principles of marking and feedback

The marking and feedback should:

- Be planned for in advance with clear learning intention, separate from the context.
- References learning linked to clear and measurable success criteria
- Provides an actionable task which extends thinking and links progress with the marking response
- Is always acted upon, creates routine and shared responsibility for learning success, making progress visible.

4. The Marking Process

Pink for progress, green for growth!

The following approach is based on the principle that learners should receive clear guidance on how to improve and be provided with opportunities to improve upon their work.

(i) Showing success – pink

Success in a piece of work is acknowledged in pink pen or highlighter.
E.g. In a piece of writing a sentence/phrase/section may be indicated where the child has included an aspect of the success criteria or demonstrated applied knowledge/understanding of work in vocabulary or SPAG.
Writing on the left hand side of the page the teacher may comment in pink pen about a particularly good aspect of the work which relates to the success criteria or make a general positive comment about the work.

(ii) Indicating Improvement - green

Green highlighter or green pen is used to indicate areas for improvement or errors such as spelling mistakes, grammar and punctuation or omissions. Where a sentence or section does not make sense or could be improved the section is indicated in green. Where required an explanation or improvement suggestion is written on the left hand side of the page.

(iii) Giving an improvement suggestion

Clear advice needs to be given on how to improve work. The teacher writes down or asks for an improvement suggestion to help the child to know how to make the specific improvement. These comments help to close the gap.

Improvements prompts include:

Reminder – reminding the child of the learning objective. More suitable for more able pupils.
e.g. – *say more about how you feel about this person*.

Scaffold – providing examples of what they need to do. For those who need more structure.
e.g. – *Can you describe how this person is a good friend?*
Describe something which happened which showed you were very good friends.

Example – giving exact sentences, words or processes to copy. For those generally below average ability.
e.g. – *Choose one of the following to add to your work:*
He is a good friend because he never says unkind things to me. My friend is a good friend because he is always kind to me.

Steps for the future – a wish for the future that may not require any further written action on this piece of work may be added to the Wish/Way forward.

e.g. – *next time, remember to leave finger spaces between words.*

Next time, try to use more time connectives.

Further challenge-where the child has achieved the learning objective a further challenge could be given to check that the child has a deep understanding of a concept or extend learning further.
e.g *'What would happen if ...?'*
'Now try this….'

Vocabulary work, spellings, times tables tests or general practice of a skill such as handwriting do not require extensive marking but should be acknowledge and checked by the teacher to address errors and misconceptions immediately.

The child must be able to read and respond to the comments made, and be given time to do so (typically 5-10mins). Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Adults working within the classroom should assist any children who need support in either reading or understanding the teacher's feedback.

Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.

Comments will focus on only one or two key areas for improvement at any one time.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.

Whenever possible, marking and feedback should involve the child directly. Marking 'in the moment' gives instant feedback and the opportunity for children to respond immediately.
The younger the child, the more important it is that the feedback is oral and immediate.

Feedback may also be given by a teaching assistant, or through peer

review. Feedback can also be provided through plenaries and in group

sessions.

Feedback can identify a child's key learning difficulties.

Errors that were made by many children should not be the subject of individual comments, but should be noted in planning and addressed during the next lesson or given as whole-class feedback.

Marking should be done before the next lesson in that subject wherever

possible. Teachers should check that feedback has been responded to.

5 General advice to teachers

The main objective of marking and feedback is not to find fault, but to help children learn and understand ***how*** to improve. If children's work is well-matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

The school has explicit rules that apply to all pieces of work (e.g. the date and title must be underlined, with the lesson objective at the top, DUMTUMS), and teachers must ensure that these rules are being followed during the lesson. Dates and titles should be completed before the main input of the lesson.

In addition to these general rules there are specific rules for specific types of work, for example numeracy. E.g. 'one number one square'. These rules have been taught and may be on display. They make it clear what good-quality work in the subject looks like.

The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.

In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.

The marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.

Ticks are normal where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example an "*SP*" to indicate a spelling mistake.

Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards systems. At the same time teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements.

Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set some of the questions.

When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. If children mark their own work or engage in peer assessment they should do this against the

success criteria decided at the beginning of the lesson.

Children should be encouraged to assess their work ahead of final marking, using prompt cards. These cards can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.

Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

Teachers will correct spelling, grammar and punctuation in the following cases:

- if spellings, grammar or punctuation were part of the lesson focus;
- if it is a spelling, grammar or punctuation rule that pupils should know;
- if it is technical/subject specific vocabulary
- if it is something related to the child's target(s).

Symbols to highlight Spelling, Grammar, Punctuation and Maths errors have been agreed and should be displayed in all classrooms.

6 Monitoring and review

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Appendix 1

Symbols to be placed in the margin wherever possible

Eastcroft Park Marking Symbols and Teacher Guidance

sp — **Check spelling of this work**
Children draw a line through the incorrect spelling and write the correct spelling above the word or in the margin. Children will use the same pen or pencil.
Some children may require the correct spelling to be written for them. Spellings should be written on the left hand side of the page and children should use look, cover, say, write and check.

p — **Check punctuation**
Children correct or add punctuation in the same pen or pencil that the child has used. If the child is required to add more sophisticated punctuation this may need further explanation as a wish.

BW — **Use a better word**
Children write a better word above the original word in the same pen or pencil that the child has used.

Highlighted, underlined or otherwise indicated in green E.g. {

The sentence or phrase needs to be improved
For longer sections of the work a line should be drawn using the highlighter or green pen or indicate the section to be improved in the margin. The improvements required should be explained.

Look — **Look at this section again (exact error may not be pinpointed if reasonable for the child to realise independently).**

↓ V — **Drop something in**

CL — **Missed use of CAPITAL LETTERS may be marked for some children. (dependent on age/development/current targets)**

FS — **Missed use of full stops may be marked for some children. (dependent on age/development/current targets)**

Highlighted, underlined or otherwise indicated in pink E.g. {

Success in the work including a reason for the positive aspect of the work.

✓ — **The answer is correct**

• — **The answer is incorrect, have another look.**

Appendix 2

Points to remember

All work should be acknowledged with at least a tick or dot.

In English lessons, incidental writes, finished pieces & perfectly polished work should me marked in-depth. The same should apply for extended writing tasks in other subject areas.

All children should be trained to check and edit work prior to final marking which should include a non-negotiables checklist/sentence checkers which represent age/ability appropriate SPAG and success criteria checklist for the lesson.

Time should be built in to the start of each lesson to respond to feedback

Although general comments about effort, volume of work etc. can be commented on this should not be the main feedback.

Comments about general presentation, handwriting etc. should be made verbally during the lesson where possible and this should not be the main feedback.

Check handwriting and spelling books to ensure errors and bad habits are addressed