



## Thornhill Primary School Marking & Feedback Policy

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**‘Marking is a central part of a teacher’s role and can be integral to progress and attainment’** (EEF 2016)

At Thornhill Primary School we aim to use effective marking and feedback in order to:

- Improve a child’s confidence and self-esteem.
- Celebrate and recognise achievement
- Provide constructive, accessible feedback to children about their work.
- Encourage and involve pupils in the reflection of their current learning and to set targets for future learning.
- Assess and monitor pupil’s learning and provide information for future planning.
- Develop children’s responsibility for their learning.
- Model and encourage progression of children’s ability to peer and self-assess honestly and accurately.

We believe that pupils’ self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

### **Aims**

The aim of this policy is to ensure that our marking and feedback meets the needs of our pupils and is applied effectively and consistently throughout the school. It was written with reference to research and findings from *Education Endowment Foundation* and findings from *Independent Teacher Workload Review Group*.

### **Why do we mark?**

Research suggests that providing feedback is one of the most effective ways of improving pupils’ learning. The studies of feedback reviewed in the *Teaching and Learning Tool kit* produced by EEF, found on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year.

- It allows us to provide individual guidance and clarity to pupils, so they know what

they have done well and what needs to be improved on

- It informs us and our future planning; by carefully reading the children's work we can determine their future learning needs and adapt our planning and teaching accordingly (formative assessment)
- Marking provides further opportunity for individual differentiation and progress
- Marking is motivating:
- It supports a learning environment in which it is safe to try, even if you get things wrong and where pupils' can learn by their mistakes, seeing error as a chance for development rather than failure, thereby aiding the development of resilience.

**To be helpful to the child marking may be:**

- Related to the learning question/ success criteria, which has been shared with the child and is related to the task
- Focused on particular aspects of work (not picking up on everything)
- Constructive and recognising effort as well as content
- Understood by the child, with a manageable response so they know what they have achieved and what they need to do next to progress
- Given sufficient response time after the work has been completed, for children to reflect and clarify with the teacher if needed.
- Appropriate to the child's age and ability in terms of language used and the task (If written comments, it should be differentiated to the child's maturity, marking can be used to extend and challenge children further, or help to consolidate work)
- Consistent throughout the school, in line with this policy (i.e. consistent within subject areas and age groups)

**Effective marking is an essential part of the education process and can often be achieved without extensive written dialogue or comments. All marking should be meaningful, manageable and motivating and can take different forms:**

1. **Grading:** This may be used in weekly spelling and times table tests and in mental maths tests. For children in KS2 it can be motivational as they aim to improve their test results each week.  
*It is important to provide adequate support/differentiated tasks for lower ability and SEN pupils that all children feel a sense of achievement and progress. Tests, where possible, should be marked immediately so that pupils can benefit from feedback*
1. **Corrections:** This requires time for children to respond and to make necessary corrections. Marking needs to be specific to the learning intention and adults should be mindful of the number of errors identified. Marking in Years 5 and 6 must be detailed so that all pupils are clear about what they need to do to improve. Spelling errors can be minimized by vocabulary displays, word mats, punctuation pyramids.
2. **Thoroughness:** The thoroughness with which a piece of work might be marked can vary. Thoroughness is when success and improvement needs are highlighted against the learning intention. Asking for some small improvement is rich in its impact on

children's work and their attitude to improvement and learning. Thorough marking is not needed for every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. Thorough marking can be done verbally, especially with young children, as well as written. The focused improvement comment should help the child to 'close the gap' between what they have achieved, and what they could have achieved. **Therefore, up to three things are highlighted which relate to the success criteria, and one part is isolated that could be improved against the success criteria.** Strategies such as '*green for growth*' and '*orange for light my fire*' will be employed. It is not expected that this focussed improvement strategy would be used when marking every piece of written work but is expected to be used when undertaking an independent piece of assessed work.

- 3. Acknowledgement Marking:** - This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue has taken place during the lesson, which will have impacted on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

*Teacher's should consider marking less but marking better' EEF*

- 4. Pupil Responses:** It is important that time is allocated for children to reflect on marking and feedback. As part of the daily classroom routine it is essential that in each session, children look at marked work from the previous lesson and if appropriate respond to it in green pen. Marking therefore may need to include questions that encourage a green pen response. These should be related to the success criteria / steps to success of the lesson and, as far as possible, personalised to the pupil.
- 5. Targets:** Targets are identified from marking and can be fed back in a range of ways; these may appear as '*Even better if...*', *as post-its moved from page to page*. There may also be table targets for generic errors and non negotiables. It is important that children know what their target is and what they need to do to meet it.
- 6. Frequency and Speed:**

The Teachers' Standards state that '*teachers should give pupils regular feedback, both orally and throughly accurate marking, and encourage pupils to respond to the feedback.*' In order to acknowledge work, check outcomes and make decisions about what children need to do next, daily feedback is necessary. However this can often be achieved without extensive written dialogue or comments. Oral feedback, working with pupils in class, reading their work, all provide information about what pupils can do and what they understand.

All pupils must be taught to self- assess their work against the success criteria before handing it in to be marked.
- 7. Self- marking / self- assessment/peer assessment/ conferencing**

It is vital that children learn how assess their own work and that of others. Through self- assessment they will learn to be reflective practitioners and to identify their targets for further learning. Children will be taught to assess their own learning and that of their peers in a range of ways and will record this in green and purple pen. (refer to marking guidance).

### Pupil Self-Evaluation Prompts:

|  |   |
|--|---|
| I have learned to _____.   | I get mixed up when I try to _____ I need help with this. |
| I found out that _____.  | I found this hard because I don't know how to _____.      |
| I have got better at _____ because I can now _____.                | I needed to use _____ to help me.                         |
| My _____ is improving because _____.                               | I found this work hard. It would help me if _____.        |
| I enjoyed this work because _____.                                 |   |
| My work is good because _____ but I could make it better by _____. |   |

#### Foundation Stage:

- Peer / Self- assessment will remain very much an adult led activity on a one to one basis with targeted children.
- We agreed to identify opportunities for children to look through their work and to identify and then circle one thing they feel they have done well.
- Children need to be given time to go back and complete corrections as necessary

#### Key Stage 1:

- Year 1: introduce 'orange' (one positive thing) and 'green' (one thing to improve upon). This could also be used for self -assessment too and can be extended throughout the year.
- Year 2: extend to identifying two or three positives/improvements on a piece of work.
- Children will be given time to go back and complete corrections as necessary.

#### Key Stage 2:

- KS2 children will take part in self-assessment and pupil conferencing with the support of the visualizer, prompt questions, whole class feedback etc.
- Using their marked unaided pieces of writing, which is completed fortnightly, children will work together in groups to look at 'green for growth' evidence and 'orange, light my fire' evidence. Working with the teacher, the children will look for reasons why and explain how work could have been improved.
- Children will be able to identify other examples where their target has been achieved and highlight these in orange. Targets c
- Organisation of this will be up to the individual teacher. However, sometimes the children will swap work with a partner, keep their own work, look at one piece of work as a whole group, or look at successfully anonymous examples which include good examples of where a specific target has been achieved.
- Children will also be given time to go back and complete corrections as necessary.

## How do we mark at Thornhill Primary School?

- To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. It is best carried out with the child present, although it is recognised that this can sometimes be difficult to accommodate.
- In order for marking to have the maximum impact it should focus on next steps related to the success criteria. Attainment in relation to the learning question should also be commented on but this will be in the form of ▲
- Pupil outcomes from every subject including handwriting need to be marked, though the manner in which this is done will vary from task to task, (see subject marking expectations).
- Homework should be marked in line with the expectations of this policy. It is essential that homework is marked regularly to inform parents of pupil progress and to acknowledge effort.
- The adult response to children's work may be oral or written, which will be influenced by the age and attainment of the pupil involved and by the task. In the case of oral feedback the teacher must add **VF** to the piece of work indicating clearly that oral feedback has been given or comment on the discussion.
- Teachers should use red pen for marking children's work. Children respond in green.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- Teachers should indicate appropriate incorrect spellings for children to correct in all extended writing and regularly indicate correct grammar where it has been used incorrectly.
- *Where work has been set by cover, the teacher should indicate how the work should be marked and, in the case where this does not take place, class teachers will ensure that the work is marked according to school policy.*
- In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. It is appropriate for pupils to comment on aspects of what they have done well, a problem they have overcome and/or what they need to improve in discussion with an adult.
- It is expected that children will be given regular opportunities to look back at the comments made on a number of pieces of work to remind themselves of their progress or target areas.

## Subject Marking

- Year 5 and 6 to mark all subjects in the same level of depth.
- Literacy: Refer to marking guide
- Maths: Refer to marking guide
- Humanities: bank of questions to be put into books... used as a prompt
- All work must be marked, the presentation expectations identified in this policy are the same for all areas of the curriculum

### **How do I make marking manageable?**

Marking can be time consuming but it is an *essential* part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Some pieces of work can be marked with groups of children.
- Peer marking which has been modelled and taught to children.
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time.
- Use the marking code/highlighter pens to support the quick marking of writing and allow time for written comments underneath.
- Refine time management skills and use time effectively e.g. during assemblies etc. Ensure work is marked **regularly and promptly** after completion, to allow for immediate assessment and feedback.

### **What do we expect from children?**

- To read and respond to the comments made by adults in their books daily.
- To take pride and care in the presentation of their books reflecting the high standard that is expected.
- To never use graffiti, doodle or scribble on or in books.
- To underline titles using a ruler and never leave unnecessary gaps.
- To take time to correct and finish off work where appropriate.
- To cross out mistakes using a pencil / pen and ruler.
- To use quality-writing equipment appropriate to the year group,
- To use pencil for drawings or diagrams.
- Pupils should be expected to record the learning question and date at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines.

### **How do we ensure that children will respond to marking?**

- For marking to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the daily classroom routine it is essential that at the start of each session, children read the teachers' comment from the lesson before and if appropriate respond to it in green pen. Therefore marking needs to include questions that encourage a green pen response. These should be related to the success criteria of the lesson and, as far as possible, personalised to the pupil

### **How do I ensure marking is successful? (From Shirley Clarke, 1998)**

For Teachers:

- Do I vary my marking style?

- Do I over-use the same comment? E.g. 'use capital letters' from September to March.
- Do I model expectations?
- Do I use positive statements?
- Do I indicate future needs?
- Do I set targets and help children to know what they need to do next?
- Do I encourage pupils to self-assess?
- Do I involve children, parents/carers and peers in the marking process?

#### **For children:**

- Do you know your next steps / targets
- Why do teachers mark work?
- What sort of things make the teacher think your work is good?
- How do you know if the teacher is not happy with your work?
- What sort of marking do you find the most useful?

#### **Early Years**

In Early Years ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals.

We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations feed directly into assessment and planning to create a cohesive and efficient system where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and carers. Each child has a Learning Journey which is a shared document and parents and children are encouraged to make contributions. In Reception children have a Literacy book and a Maths book to record highlights of their learning journey over the year.

The Early Years Foundation Stage states that *"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support."*

*Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations".*

#### **Learning Journeys**

A learning journey is a celebration of a child's achievements and interests during their time in Nursery and Reception and it shows the journey of a child's learning and development through carefully chosen, dated and sequenced:

- Observations (recorded on stickers/post it notes)
- Annotated photographs
- Child initiated pieces of work
- Snapshots of significant achievements
- Quotes from the child
- Comments from the parents/carers

The entries into Learning Journeys will be dated and linked to the appropriate area of the EYFS in order to indicate a child's progress in their learning and development.

### **Literacy and Maths books**

The Literacy and Maths book are used to record adult-initiated pieces of work. Entries into this book will be weekly and the work will be linked to the focus of the learning that week. These books are a way of tracking a child's progress in their Literacy and Maths skills over the year. These books, as with Learning Journeys, will be regularly shared with parents. The learning objective and date (long date for Literacy and short date for Maths) will be displayed either on the work or on a sticker using an 'I can' statement.

### **EY Marking and Feedback**

Children's work is annotated where necessary (using a red pen), giving the context to the piece of work and/or recording the 'voice of the child'; this supports adults in the assessment of the child's overall understanding and attainment. Work is marked to the Learning Objective (LO) and if a child has achieved the LO it will be highlighted in orange.

- ✓ This part is correct
- I need to look at this again
  - I have been working with an adult (initialled)
- I I have completed this work independently
- Green** This is something I need to practise
- Orange** This is something to celebrate linked to the learning objective