

Marking and Feedback Policy (Year 1 to 6)

Safeguarding Statement

Everyone at Horton Grange shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in school and;
- Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

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Aims of the policy:

- Marking and feedback gives specific guidance on how to improve
- Marking and feedback furthers children's learning
- Marking and feedback is meaningful and allows children to make good progress
- Marking and feedback encourages and supports further effort
- To ensure consistency of approach
- To ensure marking is focused on the key skill
- To ensure pupils have an active involvement in assessing their own learning and that of their peers
- To provide specific, accurate and clear feedback on how to improve their work – next steps
- To redirect/refocus either the teacher's or the learner's actions to achieve a goal

Key Principles for effective feedback:

Feedback is part of the school's wider assessment process, which aims to provide an appropriate level of challenge to pupils in lessons - allowing them to make good progress. The sole focus of marking and feedback should be to further children's learning It should therefore:

- Be manageable for teachers and accessible to children according to age and ability
- Be that evidence of marking and feedback is incidental to the process; we do not provide additional evidence for external verification
- Be delivered closest to the point of action where it will be most effective; as such feedback given in lessons is more effective than comments at a later date
- Be provided to teachers and children as part of the wider assessment process in the classroom and takes many forms other than written comments

Expectations

Teachers will:

- Display the marking codes clearly and where appropriate in books
- Ensure that children receive marking or feedback that enables them to make good progress
- Ensure that children are aware of what they need to do next in order to make good progress
- Apply the marking codes consistently
- Provide feedback on learning before or at the start of the next lesson
- Highlight the 😊 next to an achieved key skill (green if fully achieved, yellow if partially achieved and pink if not achieved)
- Provide next steps to deepen understanding and impact on future progress as well as acknowledging achievement
- Use marking/feedback to support the assessment of progress and inform future planning

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- Provide opportunities for children to respond to marking/feedback to move their learning forward
- Ensure that supply teachers and student teachers understand and use the marking guidance

Teaching Assistants will:

- Undertake CPD to be familiar with and apply the marking policy
- Feedback to class teacher

Pupils will:

- Respond to marking (usually in green pen / pencil)
- Be familiar with the codes (where applicable) and be able to refer to them and understand what it means for them
- Have opportunities to assess their own learning either individually or with peers
- Ask for clarification if unclear about next steps
- Understand that mistakes are part of the learning process
- Become increasingly confident in re-reading and checking their own work for errors and to assess whether they are achieving their next steps

What types of feedback are there?

Feedback may be given to individuals, groups or to a whole class. Feedback may be written, verbal or a combination of both.

1. Immediate feedback - at the point of teaching
2. Summary feedback - at the end of a lesson or task
3. Review feedback - away from the point of teaching

Verbal Feedback

It is important for all children to receive verbal feedback from the adult working with them. This may be used to correct the child's understanding or extend the child's learning. A 'VF' should be used to indicate verbal feedback has been given. This may happen at any point during a task if support is needed or in the following lesson once misconceptions have been identified. It should be clear what feedback or which area has been discussed with the child.

Extended marking (formative marking)

The focus of quality marking is the key skill for that lesson in order to correct misconceptions and extend each child's individual learning. Feedback provides personalised learning opportunities by focusing on successes and next step improvements.

Children will be given time to read, reflect and respond to comments.

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When giving extended feedback / marking staff will make use of the following strategies where appropriate:

- Highlighted successes (green) and a development (pink) throughout work with a linked comment (stampers may be used for younger children)
- Comment boxes prompt children to respond to comments made. These may provide opportunity for consolidation, closing a gap or challenge to extend learning.
- Listed criteria or success ladder which is assessed with next step improvements suggested.

Two Green and a Pink (stampers may be used for younger children)

When you provide extended feedback you:

Use green comments and highlighting:

- To show where the key skills have been achieved
- To identify good examples of vocabulary, SPAG, calculations, etc. linking back to the key skill
- To highlight where they have made improvements, responded to feedback or applied in a different context
- To bullet point the successes

Use pink:

- To encourage the child to think or act upon an element of their work which needs improvement eg SPaG, linking to key skill
- To identify a next step or challenge
- To draw a box outline or bullet points to guide the children as to the minimum response required.

This system can be used by the class teacher, TA and children for peer or self-assessment. The class teacher's judgment is needed for the amount of highlighting evident in a piece of work. (This will be dependent on age, ability, maturity and lesson focus.) A **blue pen** will be used when marking work.

When providing feedback, teachers will review previous comments to avoid repetition and ensure marking facilitates progression. Feedback must be followed up through future comments and recognition of children's responses. Teachers must monitor for sustained expectation and address immediately where there is a discrepancy. All children will have at least one piece of work quality marked in each subject every week.

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Self-Assessment

It is important to give all pupils the opportunity to reflect on their learning. This reflection can happen at any point during the learning and can take many forms, including oral or written responses.

Self-assessment boxes are in classrooms and should be used routinely by the children, to place work in at the end of the lesson – labelled as below.



I understood this and made progress.



I need this explaining again.



I need more practice to make progress

Peer Assessment

Peer assessment can happen at any point during the learning. Children may sometimes mark work in pairs and provide feedback for a partner. They need to be trained to do this effectively through teacher modelling and shared examples. There must be clear ground rules (in line with appendix 1) and the children should be encouraged to use a positive dialogue. Pairs or groups may be mixed or of the same ability.

Making Marking and Feedback Manageable

- Plan for your feedback and spread the load
- Plan time for children's responses – is there an expectation for children to complete boxes when they have a spare moment or will you have allocated "pink for think time"?
- Use a range of marking strategies to fit your timetable e.g. class marking or self-marking
- Use the marking codes effectively e.g. symbols, pink and green etc.
- Invest the time in training e.g. TAs, children, in the different strategies, look to "cascade"
- Work together – organise time to mark with colleagues, share ideas and keep each other motivated!
- Be prepared – ensure you have the correct resources ready to go e.g. highlighters, coloured pens, ruler and marking code to hand.

This policy will be reviewed by the Senior Leadership Team on an annual basis. Heads of School and Phase Leaders will monitor the impact of this policy through regular book scrutiny, performance management and pupil surveys.

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Appendix 1

Teacher marking guidance – Year 1 to Year 6

- The key skills must be clearly explained and displayed, in the lesson and in the children's books.
- Where appropriate marking ladders / checklists should be displayed in books so children know how to be successful.
- Cold and warm write checklists in Literacy, unit objectives in maths and pre and post unit assessment in topic will be colour coded green for achieved, yellow for working towards and pink for not achieved / pink for think
- DUMTUMS (Date*, underline, miss a line, title, underline, miss a line) should be used with the title being the learning intention. This should be copied into the book by the children as soon as their writing is reasonably fluent.
(* long date in Literacy and topic, short date in maths - note this may not always be appropriate in Year 1 or where there are high needs)
- All written comments and symbols should be written in **blue** pen, modelling the school handwriting scheme.
- Extended marking will give detailed specific feedback using 'Two green and a pink':
 - Each child will receive two positive comments (green highlighter) and one point for improvement (pink highlighter). A pink box frame or bullet points will guide the children as to the minimum response required.
 - Comments should relate to the learning intention and steps to mastery. The pink comment should be written in a way that moves learning forward immediately. See specific examples in appendix 2.
 - Work may be highlighted to evidence areas of success.
- **Every** piece of extended writing should receive extended feedback using two green and a pink.

Marking *must* follow the child's work (underneath).

- Children **must** be given regular time to respond to all marking at the beginning of the next lesson. In text responses should be clear to the teacher and points for improvement should fit within the pink guide areas drawn. Responses should be written in green pen/ pencil when appropriate.
- Children should be given regular opportunities to assess their own work and the work of their peers. Immediately following the work the child assessing should write:
 - **Peer assessed by ...** before writing any further feedback.

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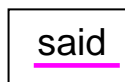
- Spellings – ability-appropriate high frequency words and spellings should be corrected in every subject (usually three). Word banks and subject specific key vocabulary guides may inform these corrections. When an error is recognised it will be underlined and marked SP. Where appropriate spellings should be corrected by the child using a word bank or dictionary and then copied three times.
- Spelling corrections should be written below the pink comment and guide area. SP written on the left will show children which line to begin to write them on. Letter and number formation and presentation corrections should also be made here.

In the majority of cases spelling, letter/number formation and presentation corrections should not be the subject of a pink comment, but you should have high expectations of basic skills.

- Punctuation errors, e.g. incorrect or omitted full stops, commas, speech marks, should be indicated by writing a P in the margin of the line the error appears on.
- In mathematics, a dot should be used to show where a correction is needed. Incorrect working out should be circled to aid correction.

KS1 Marking symbols

<u>a</u> <u>4</u>	specific letter or number formation
n	finger space needed
t h e – the	letters in words closer together
abc	letters sitting on the line
bdh	ascenders
gyp	descenders
.	full stops
CL	capital letters
<u> </u>	(spelling) get children to spell word correctly 3x



√	correct answer / mark given
.	correction needed (maths)
<u> </u>	incorrect working (maths)

S 1:6	supported work and ratio of adult to child support
VF	verbal feedback given

Green highlighting – ‘green for go’/achieved

Yellow highlighting – nearly there/ working towards

Pink highlighting – ‘pink for think’ /not achieved



KS2 Marking symbols

<u>SP</u>	spelling mistake in text
SP 	write corrections on this line
P 	punctuation error on this line
G	grammatical error on this line
CL 	capital letter needed / used incorrectly
S	supported work
n	finger space needed
1:6	ratio of adult to child support
VF	verbal feedback given
^	word omitted
//	new paragraph needed
√	correct answer / mark given
.	correction needed (maths) (when the correction is made the letter “c” will surround the “.” and may then be marked correct)
O	incorrect working / circle the error(maths)

Green highlighting – achieved / ‘green for go’

Yellow highlighting – working towards / nearly there

Pink highlighting – “pink for think” / let’s look at this again

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Appendix 4

Type	What it looks like	Evidence for observers
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback during lessons - incl mini whiteboards, working walls, book work etc • Takes place in lessons with individuals, small groups or whole class • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting, annotations according to the marking code. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements are evident in books either through editing or further work • Discussions with children about how they have been supported to make progress • VEO - trialling 2017-18
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or a class • Provides opportunity for evaluation of learning in the lesson • May take form of self or peer assessment against an agreed set of criteria • In some cases, may guide the teacher's further use of review feedback or future planning, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Pre- and Post- unit assessments • Cold/Warm write • Some evidence of self / peer assessment • Topic overviews • May be a summary piece of work to sum up learning • Display may be used to show summary of learning
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May be done with another teacher or as part of moderation to develop teaching / teachers • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptation to teaching sequences when compared to original plans