

Marking And Feedback Policy



'We can and we will'

GLEBE PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

Mission Statement:

At Glebe School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

Rationale:

Effective feedback given to pupils through marking and reviewing work will provide constructive steps designed to help pupils make progress. It will focus on success and improvements needed against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to **close the gap** between current and desired performance.

Aims of Marking:

1. To support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
2. To inform the pupil of what they have done well and what they need to do to improve.
3. To support pupil confidence and self-esteem in learning.
4. To develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

How we Give Feedback:

It is recognised that marking and feedback styles will vary depending on the aim of the task; the purpose of the feedback; the age of the child and should be appropriate to the specific needs of the child.

Four main types of marking and feedback occur during teaching and learning at Glebe:

- **Self marking and peer marking** through highlighting work and success criteria and writing comments and next steps, which should be evolved from clear success criteria.
- **Verbal feedback** given during a 1:1 learning conference with a pupil or as part of a group.
- **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. Drawing attention to an area within the work that needs improving.
- **Developmental 'Deep' Marking** in which detailed written feedback is given - and next steps identified- so that the child can improve their work.

When setting tasks, success criteria and examples of work are shared with pupils so that they are clear on how their work is marked and what they are being assessed against. Modelling of how to self mark and peer mark, against this criteria, should be modelled by the teacher.

General Guidelines: The following guidelines outline expectations from Years 1 to 6. EYFS staff will give regular *verbal* feedback throughout the lesson.

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1. Children's work is **marked as soon as possible** after completion and where appropriate, during the lesson (with children being the first 'marker' of the work).
2. Children must be **given time at the end of the lesson to assess their work** and, where appropriate, their partner's so they can identify their next steps for the following lesson and they know how successful they were in the lesson. Children use a **pink highlighter** to show where they have been successful and met the success criteria and a **green highlighter** for areas to improve.
3. At the start of the lesson, the **children must be given time to respond** to the marking- no matter whether this is from the child, their peer or from an adult. This should be done in **green biro** so that misconceptions or mistakes are clearly acknowledged and then rectified.
4. **Every piece of work is seen and marked in some way** by the teacher, as they use pupil work to plan for the next steps in that child's learning.
5. All staff mark in **red ink**, using a cursive handwriting style.
6. For '**Verbal Feedback**'- teachers are to write **VF** in the margin next to the child's work, at the point the feedback was given and possibly a quick note of what was discussed such as "VF Conjunctions". It should be clear, from this point on, that this has had an impact on the child's work.
7. For '**Light**' marking, this is still more than picking up secretarial skills or just ticking work. To show whether the child has **met the learning objective, staff will double tick it**. If the child is working towards meeting the objective, they will tick it only once and if the child hasn't met it, staff will dot it. **Teachers need to identify misconceptions or areas to improve when and where appropriate**, e.g. key spellings, i.e. high frequency words, common exception words or subject specific vocabulary and punctuation. Learning Questions may also be appropriate here. If a child has completely missed the concept, the teacher must make reference to this – commenting that they will recap before the next lesson. **See Appendices 1, 2 & 3**
8. '**Deep**' marking focuses on the lesson's learning objective, success criteria and individual pupil targets. Comments celebrate strengths and identify areas for development, giving next steps that the child can act upon in order to show progress. The **learning objective still needs to be ticked or dotted**.
9. In **English and maths**, teachers use detailed, developmental 'Deep' marking once a week for each child. In English- this is using the 2 stars and a wish stamp. Teachers need to decide where this is appropriate such as for extended writes. It maybe, there is no deep mark in phase 2 but 2 in the phase 3 for the drafting of work. In Maths, this is purely a next step comment. **See Appendices 1 & 2**
10. In **foundation subjects**, teachers use 'Deep' marking once every topic/ half term and it should relate to that subject rather than their literacy skills. This might take the form of a next step comment or a challenge question based on the key knowledge or skills of that lesson. **See Appendix 3**
11. In EYFS and Year 1, while children are learning to read independently, marking stickers (with visual cues) may be used by the teacher. These stickers relate to an agreed code that is explained to the children. These may also be used for children with special educational needs higher up the school. Use of the green biro and pink and green highlighters will begin in Year 1. It will be introduced sequentially, across the year, beginning with the use of the green biro, then the pink highlighter and finally the green.

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Codes for teachers:

The use of codes is not obligatory. However, if used, the list below should be followed:

VF = Verbal Feedback.



= word spelled incorrectly

/ = New line

// = New paragraph

Codes for children:

Within the success criteria, the children are expected to use HIT and STICK.

HIT – This code indicates the level of support the child would need if they were to complete the concept again:

H – They would need help if they were to do it again.


I – They would be able to complete the work independently next time.

T – They could teach the concept to another child.

STICK – This indicates the level of support the children received in that piece of work.

STICK:  (Worked independently)

STICK:  (Worked with a partner)

STICK:  (Worked with 5 other children as a group)

STICK:  **A** (Worked with an adult)

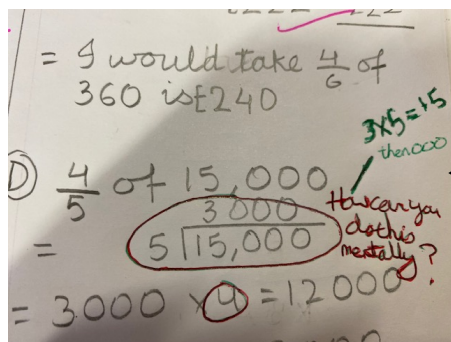
Children use a pink highlighter in the criteria to show where they have met the criteria and a green highlighter to show areas where they need to improve. This then matches the work.

When ticking their work, they also need to use pink to show they have been successful and green where they've made an error.

Date Reviewed: September 2022

To be Reviewed: September 2023

Appendix 1 Maths Good Practice

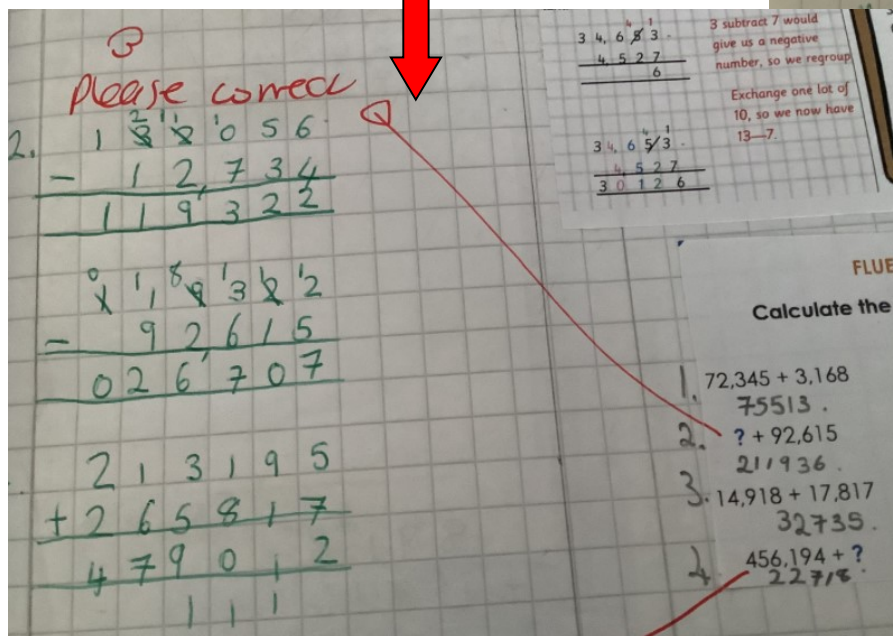
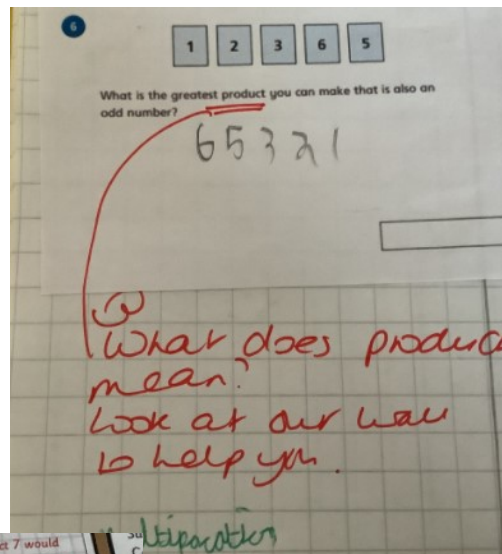


Light Marking

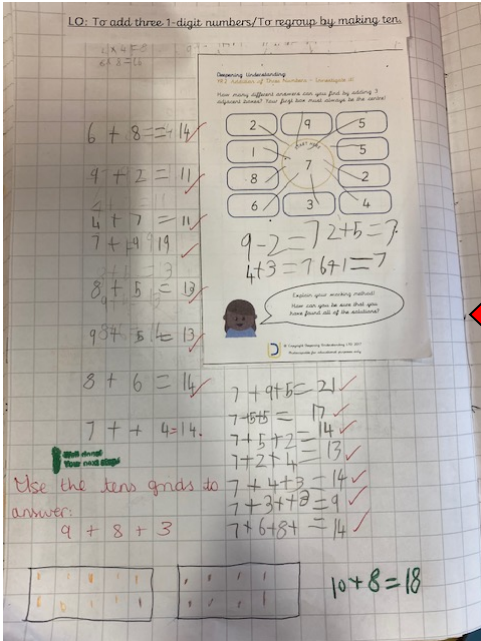
Although the answer is accurate, the teacher has questioned the use of efficient methods & the child has responded to this.

Light Marking

There have been misconceptions, which the teacher has picked up according to the need of the child.



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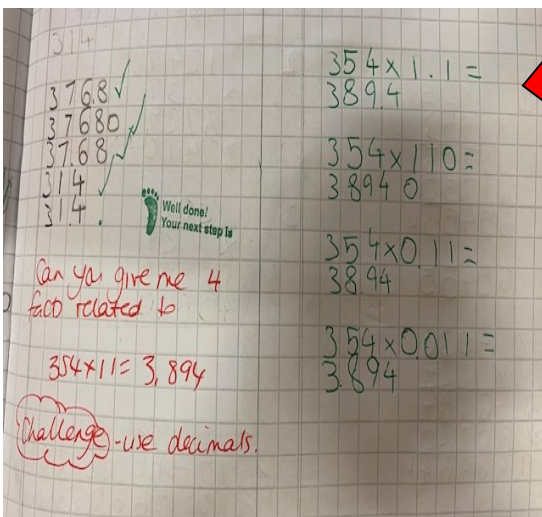


Deep Mark

Next step stamp has been used.

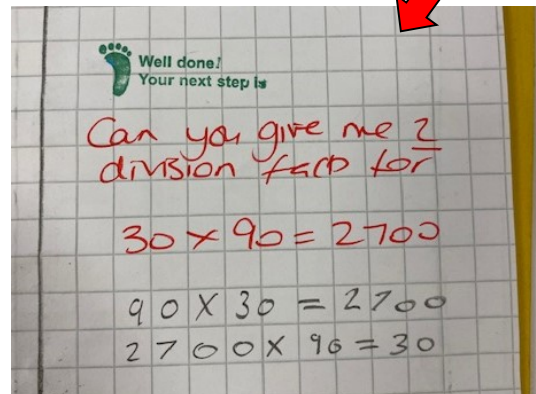
An extending challenge has been given using 2 operations and using 10 frames to prove their calculation.

Child has responded in green to show this is after the marking.

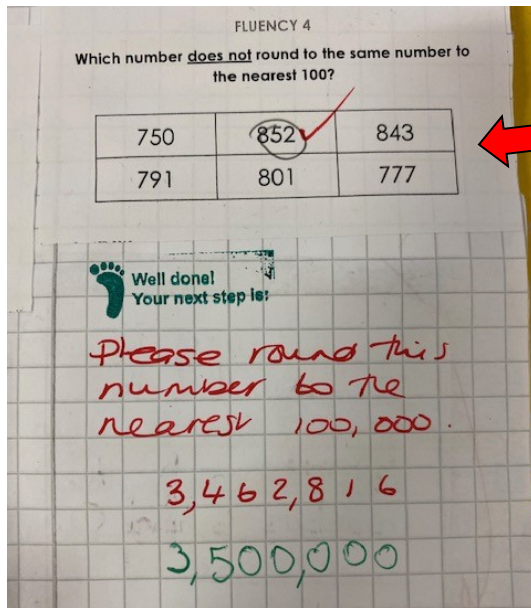


Deep Marks

These are from the same lesson. Next steps are clearly differentiated, match the individual pupil's ability & what they need to do next. Both have been responded to in the next lesson.



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Deep Mark

Next step stamp has been used.

An extending challenge has been given.

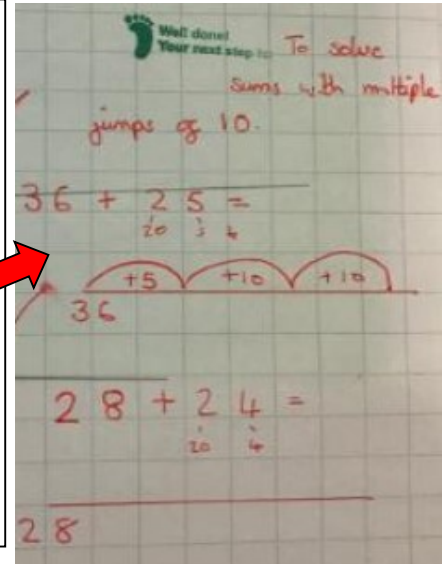
Child has responded in green to show this is after the marking.

Deep Mark

Next step stamp has been used.

An extending objective has been given.

The teacher modelled how to do use the number line then gave questions for the child to complete.

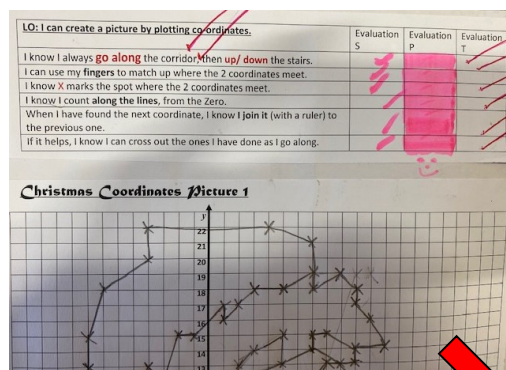
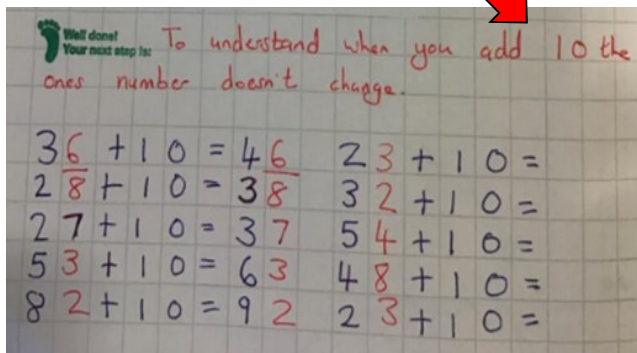


Deep Mark

Next step stamp has been used.

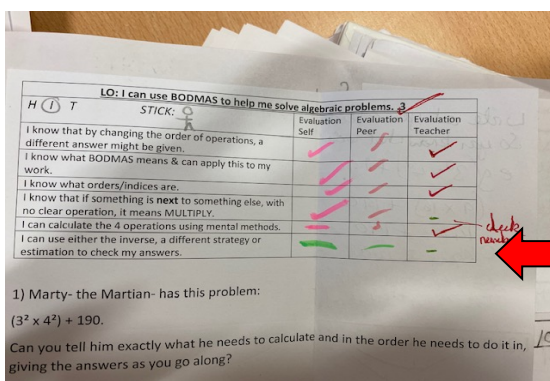
An extending objective has been given.

The teacher modelled how to +10 then left examples for the child to then complete.



Success Criteria

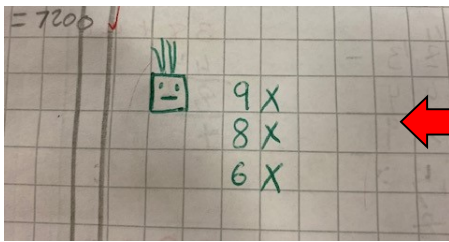
The teacher has double ticked to show the child has achieved the learning objective. The child has had a chance to assess their own learning as has their peer and the teacher. All three agree.



Success Criteria

The child has shown they've worked independently and next time they are happy for this to continue by using HIT & STICK. The teacher has double ticked to show the child has achieved the learning objective. The child has had a chance to assess their own learning as has their peer and the teacher who has disagreed with two areas.

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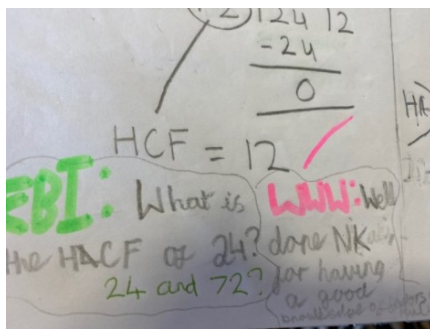
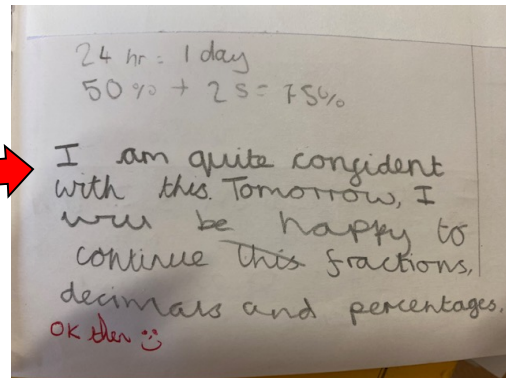


Self Assessment

When asked to reflect on their times table knowledge, the child here has shown by using green pen and a middle face that they have some knowledge of the 6x, 8x & 9x table but they need to continue to work on these.

Self Assessment

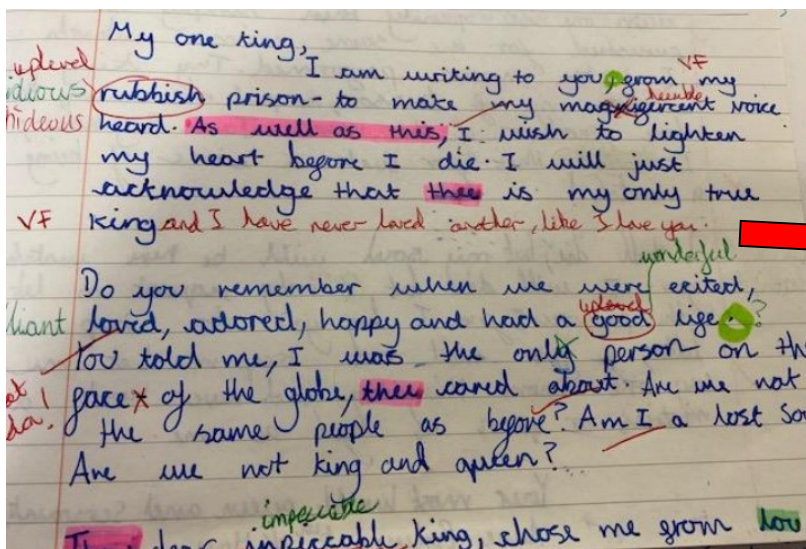
At the end of the lesson, the children have reflected on their progress in the lesson & what they need for the following one.



Peer Assessment

At the end of the lesson, the child's partner has identified **What Worked Well** & has **given a little challenge** to do based on the learning.

Appendix 2 English Good Practice



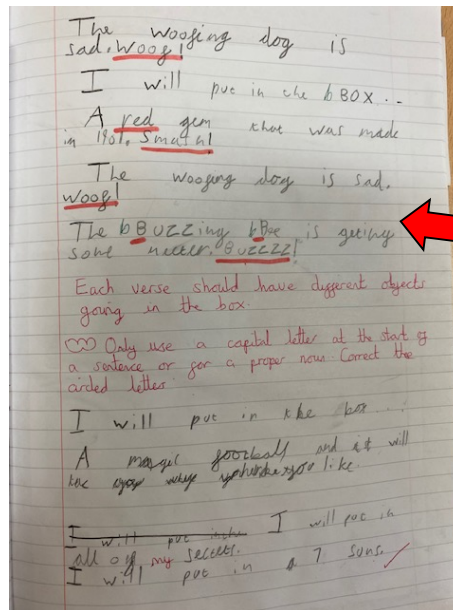
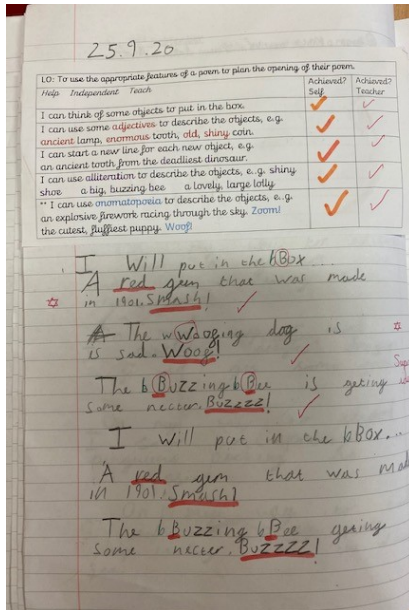
Light Marking

Improvements have still been suggested.

The spelling code has been used.

Where work has been discussed, VF has been put & the words they decided upon recorded. Evidence of self & peer marking with the pink/ green highlighters. The child has responded to the marking in green biro.

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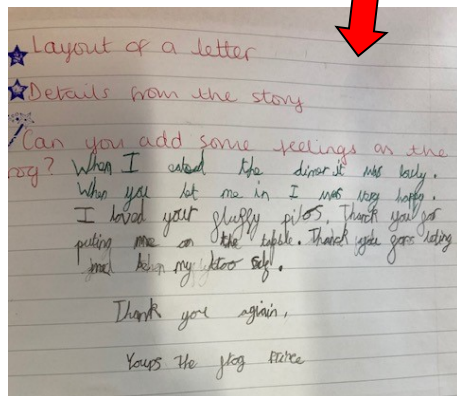
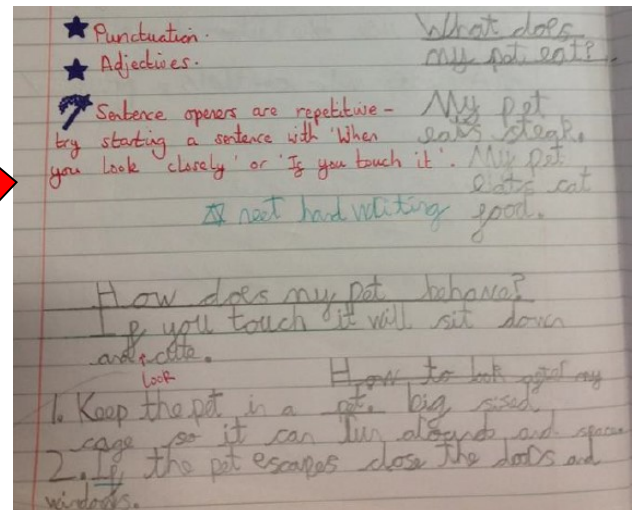
Light Marking

Children have assessed own learning in the criteria and also pinked areas of their work which met the criteria. The teacher has addressed the misconception & has given time for the child to correct this.

Deep Marking

The teacher has used identified 2 strengths within the piece of work & 1 area to improve through using 2 stars and a wish.

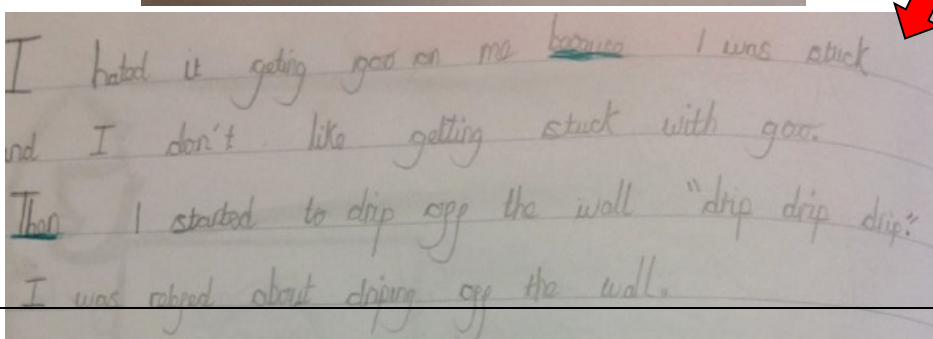
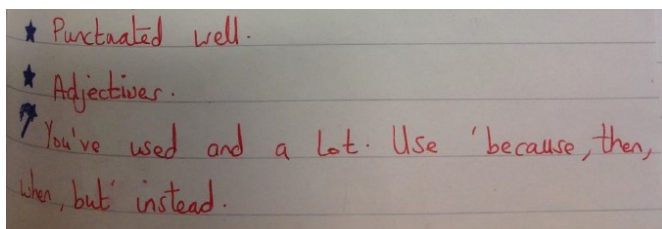
This has then been acted upon the next lesson and the child has redrafted the section.



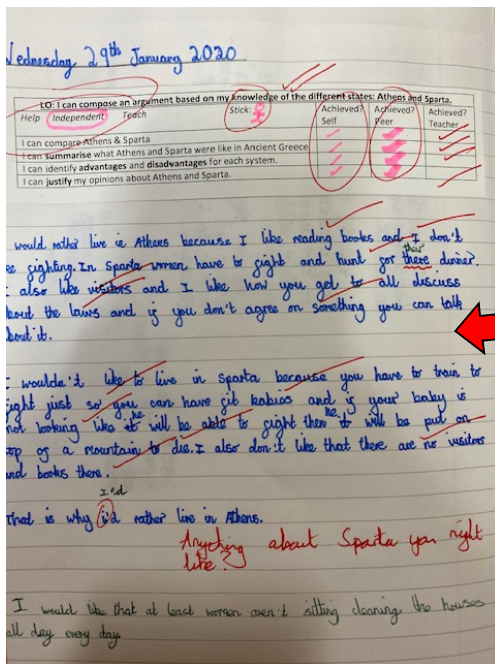
Deep Marking

The teacher has used identified 2 strengths within the piece of work & 1 area to improve through using 2 stars and a wish.

This has then been acted upon the next lesson.



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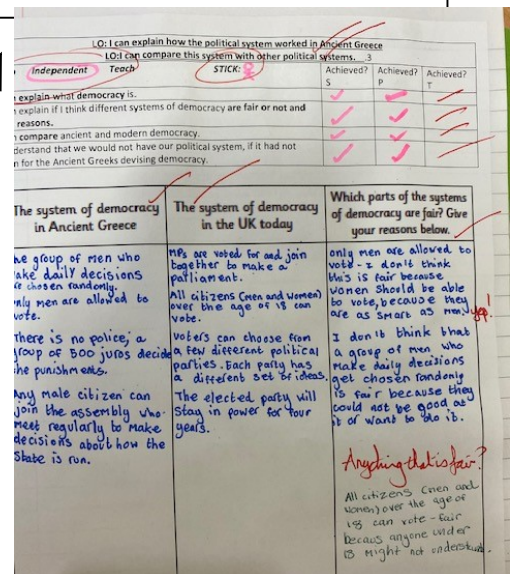
Light Marking Topic

The objective has been double ticked to show the child met their objective.

Where areas of the criteria had been missed out, the teacher ensured the child filled this in before she did.

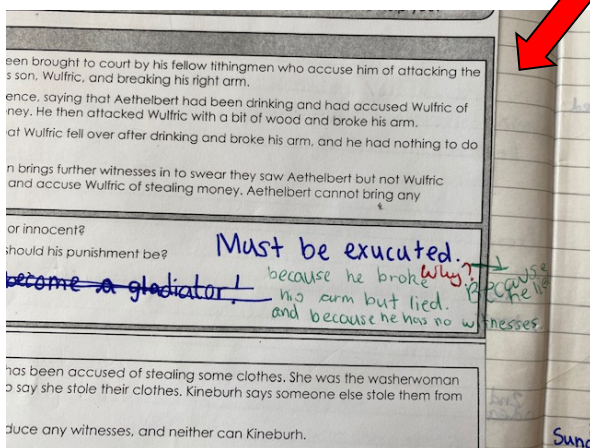
The teacher then identified a different perspective the children hadn't considered & asked them to reflect on this.

This was responded to in the next lesson.



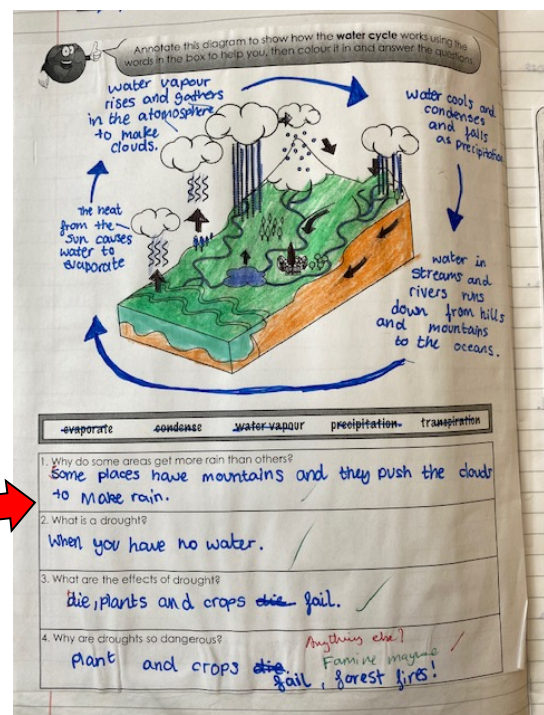
Light Marking Topic

The teacher has prompted more detail to justify the opinion based on the historical knowledge. However, "executed" is a key topic word & the spelling should've been picked up here.

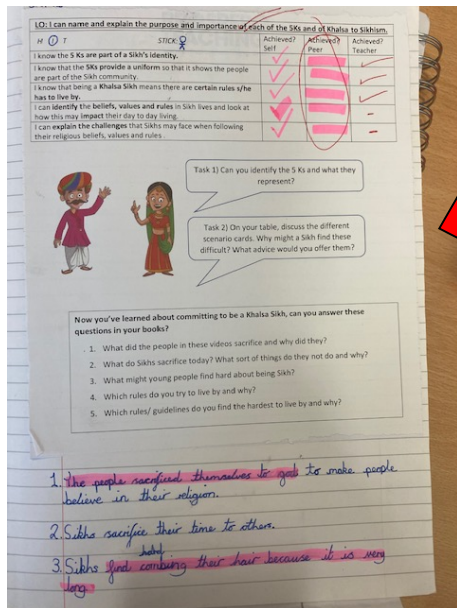


Light Marking Topic

The child has answered the question but not in enough detail. The teacher asked them to go into more detail. The child responded the next lesson.



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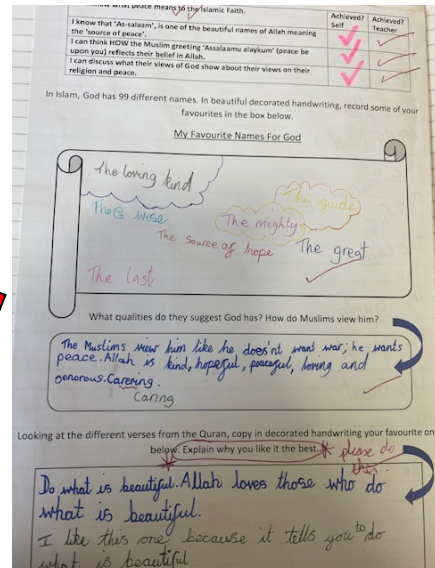


Light Marking RE

The child has pinked their work to show where it matched the RE knowledge. The teacher has double ticked the objective to show it has been met.

Light Marking RE

The child has been prompted to explain their choice and has responded to this in the next lesson.



Deep Marking RE

The child has assessed himself against the RE criteria but also against the writing prompts. The objective has been double ticked. Where detail was missing to describe the events of Hajj in more detail, the teacher has asked questions to check understanding. Secretarial errors have been picked up.

