



## Highley Community Primary School

### Marking and Feedback Policy

Updated Sept 2017

#### Rationale

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other experts including Shirley Clarke. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Be given sparingly so that it is meaningful;
- Provide specific guidance on how to improve and not just tell pupils when they are right or wrong

#### Key Principles

Our policy on feedback has a number of principles at its core:

- The sole purpose of feedback and marking should be to further pupils' learning;
- Feedback is given to empower independent and assessment literate children ; pupils will know how to move their learning forward, self and peer-assess to improve and thrive on the challenge;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to pupils' age and ability;
- Feedback given closest to the point of action is the most effective and, as such, feedback delivered to the pupils in lessons is more effective than comments provided at a later date.
- All pupil's work should be reviewed at the earliest opportunity so that it might best impact on future learning.
- When work is reviewed it should be acknowledged in books;
- Review of work/marking needs to be completed daily; notes about pupils' progress need to be jotted on planning to inform next lessons;

- Feedback is provided both to teachers and pupils as part of the assessment processes in the classroom and takes many other forms other than written comments (written comments should be limited);
- Feedback will also, sometimes, take the form of self and peer-assessment;
- After, peer or self-assessment, books still need to be taken in and reviewed by teacher;
- Feedback should be directly related to the learning objective and the success criteria;
- Often, success criteria will be generated by the children with guidance from the teacher;
- Teachers use their professional judgement to gauge which process of feedback is most appropriate for the children in their classes;
- Feedback should be constructive and should acknowledge processes as well as attainment of children.
- Objectives/Success Criteria will be highlighted green if objective has been met;
- Objectives/Success Criteria will be highlighted yellow if objective has not/has partly been met;
- Improvements to learning will be written in purple pens (KS2), purple pencils (KS1);
- In Maths incorrect answers should be marked with a dot.

### **Evidence**

Examples of marking and feedback at Highley Primary School

- Immediate verbal feedback - at the point of teaching;
- Summary feedback - at the end of a lesson/task, perhaps whole class;
- Review feedback - away from the point of teaching (including written comments).

What this may look like:

- Questioning;
- Partner work;
- 1:1 or small group work;
- Mini plenaries (mid-lesson);
- Colour coded highlighting;
- Purple pens for improvements;
- Target setting;
- Traffic light feedback and explanations from learner;
- Exit tickets;
- Stars and wishes
- KWL grids used across the curriculum;
- Pre- and post- teaching and assessment tasks (blue and yellow);

- Written comments and appropriate responses/actions (purple pens);
- Use of pupils' work on IWB to show successes and discuss where to improve;
- Comparison of work to excellent examples;
- Coaching and questioning of pupils for consolidation or next steps;

### Written Marking Guidelines

Codes identifying how children have worked are:

I = Independent

TA = Teaching Assistant

1:1 = Focused 1:1 work

C = Conversation (discussion between marker/child)

CT = Class Teacher

ST = Supply Teacher

P = Partner

FG = Focus Group

It is not necessary to mark all mistakes that a child makes; teachers should be sensitive as to how their marking affects a child's perception of their performance and ability.

Supply teachers and teaching assistants will be expected to mark in accordance to this policy.

<b>Marking Codes (All subjects)</b>	
<b>Code</b>	<b>Intention of Code</b>
Sp	Code placed in margin indicating word spelt incorrectly
Spelling corrected	Children to write corrected version out three times (no more than 3 corrected spellings per piece of writing)
Circle	Indicates incorrect or omitted punctuation
√√	Effective use of a word/phrase (this word/phrase can also be highlighted in green)
/	New sentence should have been started
//	New paragraph should have been started

<b>Maths Marking Codes</b>	
<b>Code</b>	<b>Intention of Code</b>
Circle	To identify an error within a calculation
.	To identify an error
√	Correct answers
_____	Unclear recording of individual digits
?	Unclear how a calculation has been completed
1D1S	One digit per one square

Signed \_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_