

## LOUDWATER COMBINED SCHOOL

### FEEDBACK / MARKING POLICY

#### Philosophy

At Loudwater Combined School, we believe that constructive marking and feedback helps raise standards. It is the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written or verbal) makes tracking of learning objectives for pupils on a day-to-day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve.

#### Aim

To raise the achievement and self esteem of students, by providing them with prompt, regular and diagnostic feedback about their work, to enable them to make progress.

#### Principles

Marking and feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning intention and comment on previous attainment within the context of the learning intention;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- indicate the amount of support the child has needed in a particular piece of work;
- allow specific time for children to read, reflect and respond to marking;
- respond to individual learning needs, marking face to face and with others after the lesson;
- include a distance marking sheet which records all children who did not meet expectations to inform subsequent learning;
- inform future planning and group target setting;
- use consistent codes across the school;
- be seen by children as a positive approach to improving their learning.

#### Types of Marking

Children's work should be marked in a colour that can be clearly seen - **but not red or black**.


#### **Verbal feedback**

It is important for all children to have verbal feedback from the adult working with them. The adult should talk to the child about whether they have met the success criteria and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages benefit from verbal feedback from time to time. Work that has been marked in this way should have a tick and VF at the end of the piece.

When verbal feedback has been given children should use red pen to show how they have improved or corrected their work in response to this

#### **Summative feedback/marking**

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

An  and an initial on the success grid under the date.

This should be used where the child has worked in a group supported by the teacher or a teaching assistant. During the session, adults annotate in the child's book to show where they have

intervened and the advice they have given. This is the extent of the marking of these pupils' books. The annotations should show the input; whether it is modelling, prompting or correcting.

An  on the success grid under the date.

This annotation should be used to show that children have worked independently. These books will be marked after the lesson using a stamper.

One of three stampers will be used.

- You have met your learning objective
- You are working towards your learning objective (to show that the child has not met expectations)
- Brilliant! (to show that the child has exceeded expectations)

Marking in this way avoids the idea that whatever the child has achieved this is not enough because there is always a development point.

Any children with a "working towards" or "Brilliant!" stamper need to be recorded on the class teacher's distance marking sheet. Children should ask why they got a "Brilliant!" for their work when looking at their book the following morning or lesson.

Highlighters should be used to identify "phenomenal" aspects of a piece of work for that child. This could be an outstanding use of vocabulary or very clear working out in a complicated mathematical problem,

If a child is always achieving "as expected" the teacher should be questioning whether the work is providing sufficient challenge for the pupil and act accordingly.

The distance marking sheet informs what will happen in the next lesson and is a guide for the teacher when planning subsequent learning tasks.

In this system of marking every child's book will be looked at by the teacher or teaching assistant every day.

### **Quality marked**

Pupils assessed pieces of writing must be quality marked against the assessment criteria for the relevant genre and band.

When 'quality marking' teachers should:

- read the entire piece of work;
- highlight examples where the child has met the assessment criteria, this should be written in the first colour used to mark;
- use an alternative colour to identify an aspect of the work which could be improved, this should relate to the pupil's writing target and the assessment criteria;
- provide a focused comment linked to this which should help the child to move towards achieving their target.

When work has been 'quality marked', time should be given soon after for children to read, respond and subsequently make one focused improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted on by the children.

### **Self-marking**

All children are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary can then focus on this process as a way of analysing the learning.

There are a range of ways this may happen:

- Pupils may edit their work using black pens.
- Self-evaluate using traffic lighting, smiley faces, a feedback 5 score.
- Children in Key Stage 2 will be encouraged to respond to a learning question.

### **Paired marking**

In Key Stage 2, children, who have worked independently, may sometimes be asked to mark work in pairs. The following points are important:

- Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
- Ground rules should be decided.
- Children should point out aspects that they think meet the success criteria and then suggest a way to improve the piece, but only against the learning intention.
- Encourage a dialogue between the children rather than one child being the 'teacher'.

### **Success grids**

Every piece of work in English, Maths and Topic must have a success grid.

This should show whether the work has been completed individually (I), is paired work (P) or was a piece of group work (G).

Grids should indicate where evidence of that piece of learning can be found: written (W), drama (D), spoken activity (S & L) or if it is in the pupil's sketchbook. Where appropriate photographs should be stuck into books.

### **Spelling, punctuation and grammar**

It is not appropriate to mark all spelling, punctuation and grammar errors in every piece of writing. Children cannot effectively focus on too many things in one space of time. However, there should be high age appropriate expectations particularly in spelling high frequency words or those which are displayed in the classroom. When children have completed a piece of work, teachers should ask them to check for ways they can improve their work too.

Please see the Marking Code for the codes which are used. (Appendix 1)

Spelling errors should be identified and words to be corrected written out by the teacher for the child to practise. Select between three to five spellings for practise, based on the pupil's age and ability. Choose words that are most frequently used.

Pupils should be given feedback about those things that the teacher has asked them to pay attention to. This will mean that some aspects of a piece of work may be uncorrected, but all aspects will be addressed over time through specific learning objectives.

### **Marking Mathematics**

- Work must be marked at the end of each day.
- Where the teacher has identified a careless error, they may correct this in their marking, provided it is clear that this error has not been made because of a lack of understanding.
- From Year 2 upwards when numbers are reversed, this should be brought to the child's attention and additional practice given. Children should be expected to rewrite the number correctly.
- Encouragement should be given for partly correct answers or clear and correct workings.
- Children must be given credit for the use of efficient strategies.

### **Marking and Feedback in Foundation Stage**

- When pupils have completed a task in their books the feedback to the child will be verbal.
- What is written by adults in the child's book provides information about the level of support the pupil needed and about their next steps.
- Teachers complete the success grids.
- Pupils may annotate the grids using smiley faces.




### **Monitoring and Evaluation**

- The head teacher and SLT will monitor books.
- The head teacher and SLT will talk to the children about their work and the marking of their work.
- There will be a termly book scrutiny undertaken by all staff.

Reviewed April 2017

Appendix 1

## **Loudwater Combined School Marking Code.**

	<b>You have tried hard in this lesson and are working towards the learning objective. With some more support and practise you will get there!</b>
	<b>Well done! Your hard work and effort mean that you have achieved the learning objective.</b>
	<b>Brilliant! You have achieved something even better than I expected. Please come and talk to me about this.</b>
<b>VF</b>	<b>This piece of work has been discussed with the teacher or teaching assistant.</b>
<b>S</b>	<b>This shows that you had support in your learning.</b>
<b>I</b>	<b>On your grid this shows that you worked independently</b>
<b>P</b>	<b>On your grid this shows that you worked with a partner</b>

<b>G</b>	<b>On your grid this shows that you worked in a group</b>
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**These codes in the margin show things you can improve.**

<b>sp</b>	<b>Spelling mistake.</b>
<b>CL</b>	<b>Capital letter needed</b>
<b>FS</b>	<b>Full stop needed</b>
<b>p</b>	<b>Additional punctuation needed, please check</b>
<b>\\</b>	<b>New paragraph needed</b>
<b>ch</b>	<b>Please check your writing to make sure that the tense is correct and that it makes sense.</b>