



## Farington Primary School

### Marking and Feedback Policy

At Farington Primary School, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice, which 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 children when they are wrong

We recognise the importance of having a consistent system for giving feedback and marking the children's work throughout the school. Marking is used as a target setting tool, using teacher comments to enable children to understand what they need to improve. At the same time, we follow the guidance from the DfE, which emphasises that marking should be: **meaningful, manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

#### Key Principles

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

- the sole focus of feedback and marking should be to further children's learning;
- 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 children according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

## Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

	<b>What it looks like</b>	<b>Evidence (for observers)</b>
<b>1. Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting in books.</li> </ul>
<b>2. Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer-assessment against an agreed set of criteria</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre- and post-teaching based on assessment</li> <li>• Some evidence of self- and peer-assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>3. Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

	<ul style="list-style-type: none"> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	
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### **Marking and Providing Feedback for Written Work**

- ✓ Work is marked as soon as possible after completion and returned to the child. Whenever possible, work should be marked (or verbal feedback given) alongside the children, with comments given orally. This is of particular importance with younger children.
- ✓ All feedback and marking is related to the objective of the lesson. This learning objective will be shared with the children at the beginning of the lesson. At the end of the lesson the children will self-assess their learning against the lesson objective.
- ✓ Marking will be subject related.
- ✓ All pieces of work will be marked using the traffic light symbol. The teacher will tick in one section of the traffic light to identify and feedback the child's understanding of the Learning Objective.

**RED** for learning objective not achieved or understood.

**ORANGE** for learning objective not fully achieved but some understanding shown.

**GREEN** for learning objective fully achieved.

If the learning has not been fully achieved then the teacher will write an improvement target, if this isn't already planned for coverage within the next lesson. This may involve an intervention or 1:1 guided input activity to go through the child's misconceptions/mistakes.

- ✓ Some work may also be marked by highlighting the areas where the child has achieved the learning objective.

Where children have made errors not linking to the learning objective then the following symbols or actions will be used. Teachers will use their discretion when using these symbols. Marking will be subject related.

### **MARKING TOWARDS THE SUCCESS CRITERIA**

The success criteria should be made very clear to children during the learning process. Wherever possible children should be involved in generating the success criteria. Typically, it will be displayed on the whiteboard, or in front of them, as a marking ladder or toolkit. Once they have completed a piece of work children should be encouraged to review it in relation to the success criteria.

### **Marking stamps**

Each class will mark with a marking stamp using agreed wording. This is as follows;

**Stick with it-** This may be that a child is on the right path with something and just needs to continue/finish certain working out as they are nearly at a successful outcome.

**Fix it-** A child may have made an error that you would like them to fix by having another look.

**Challenge-** This is a stretch question or a challenge to extend based on the objective that they have been working.

### **Improvement prompts/next steps**

Improvement prompts/next steps could be:

- A reminder – remember what happens to digits when you divide by 10
- A question – which of these 2 answers for number 12 is right?
- A directive – come and explain how ...
- An unfinished sentence – when we divide by 10 all the digits move ...
- If all is correct – These are all correct. Can you tell me the rule?
- A slightly harder question for the pupil to do

Feedback is aimed at what is right as much as what is wrong. Children, like all of us, respond better to praise for their achievements rather than criticism of their shortcomings.

Staff may also use the following symbols:

Guided Work G

Supported Work S

Independent Work I

Checked by your teacher ✓

Verbal feedback given VF

Supply teacher ST

sp = spelling error

P = punctuation error

// = new paragraph

## **Marking, Feedback & Presentation Guide: EYFS and Key Stage 1**

*Given that feedback is mostly expected to be given within lessons, or through teaching (e.g. mini-plenaries or adapting the next lesson) extensive written feed should not be a regular feature. However, the following should be used to annotate children's work. Regular monitoring (e.g. learning walks and lesson observations should be used in conjunction with this policy to assess its impact)*

### **Foundation Stage**

The correct model will be discussed with the children when possible and improvement prompts used.

Where specific verbal feedback has been given this will be identified by writing 'VF.'

By the end of the Foundation Stage, teachers will use their discretion to move towards using the symbols used in Key Stage 1 and throughout the rest of school.

### **Key Stage 1**

High frequency words and subject related vocabulary, which an individual child would be expected to be able to spell, but are spelt incorrectly will be marked with a 'sp' Teachers will use their discretion in writing the correct spelling on the children's work. Children should then correct and may be asked to rewrite the word a number of times.

A square □ will be drawn around a capital letter in the wrong place or a letter which should be a capital letter.

A dash \_\_ will be written where children have not included finger spaces.

A circle ○ will be drawn around a full stop in the wrong place or where a full stop should be used.

Teacher's discretion will be used about what is correct according to the objective of the lesson and will highlight successes and areas for improvement.

When providing written feedback for children, this should be presented in a short, but accessible format.

\* mark successes

Marking stamps used to indicate next steps and challenges.

### **KS1 Maths**

- ✓ Correct work will be identified with a tick
- ✓ Calculation errors will be identified by drawing a circle around the incorrect digit.

## **Marking & Feedback Guide: Key Stage 2**

*Given that feedback is mostly expected to be given within lessons, or through teaching (e.g. mini-plenaries or adapting the next lesson) extensive written feed should not be a regular feature. However, the following should be used to annotate children's work. Regular monitoring (e.g. learning walks and lesson observations should be used in conjunction with this policy to assess its impact)*

A circle ○ will be drawn around a capital letter or full stop in the wrong place or where there is a punctuation error

✓ Will identify correct work/highlight good quality work

// or NP Will indicate where a new paragraph should begin.

? Will indicate that the sentence in brackets does not make sense.

All work will be marked in black pen. Children may correct their own work in a different coloured pen (most notably green).

\* Where a higher degree of support has been given, this will be acknowledged with an 'S'

\* Where verbal feedback is given, this will be identified by 'VF'

\* Where further intervention is needed, this is acknowledged by a comment. This will then be followed up at a later time.

When providing written feedback for children, this should be presented in a short, but accessible format.

\* mark successes

Marking stamps used to indicate next steps and challenges.

### **Spelling**

High and medium frequency words and subject related vocabulary, which the individual child would be expected to be able to spell but are spelt incorrectly will be marked with an 'sp'. Teachers will use their discretion in writing the correct spelling on the children's work. Children may well then be asked to repeat this spelling to show their understanding.

## **Maths**

An incorrect calculation/mistakes made will be identified. Children will be asked to look again at their working out and this will be notified using the marking stampers. Time should be given to correct them. The new answer should be put next to or under the incorrect answer. The original incorrect answer should not be rubbed out. This correction may appear underneath or corrected in a different colour if requested to do so.

If a child has a lot of incorrect answers, they might be asked to repeat only a couple of questions. This may also be followed up with VF (verbal feedback) and any necessary intervention/guided work.

If a child has not understood the process of a calculation/problem, then marking or future lessons / interventions should model this so that the child is clearer about how they are expected to approach it.

## **Peer Marking**

Peer marking should be used regularly as a way of encouraging children to think more about their own work (knowing that one of their peers will be reading and assessing it). Marking ladders could be used to prompt cards. Children will be provided with a degree of 'training' in this area. PM will be displayed to show peer marking has taken place and SM for when a child has self-marked.

## **Monitoring**

The Senior Leadership Team and Subject Leaders will monitor the marking of work. A sample of books will be collected at least termly to assess the implementation of this policy.

To enable the implementation of this policy to be successful time must be given to the children to read the comments and act upon them, children should be encouraged to take responsibility for responding to the comments and improving their work. Teachers will also find time e.g. during morning work tasks to feedback to children on an individual basis.

## **Presentation**

As a school we actively promote high standards in the presentation of our work and encourage children to have confidence in their writing abilities from the beginning of their time in school. All work, regardless of subject, should be presented in such a way that the children are proud of their work.

## **Introduction**

- To achieve continuity and progression we:
- Demonstrate how to organise and compose different types of writing or number work.
- Maintain commitment to further improving and enhancing handwriting throughout school.

## **Work in exercise books**

- A pencil for mathematics will be used by all year groups.
- Years 3, 4, 5 and 6 will use a school 'Berol' handwriting pen, blue ink, for written work when teachers believe their handwriting is acceptable to do so. Children will then be awarded a pen licence. Children are expected to maintain a good level of handwriting to retain this licence.
- Work in English and Mathematics exercise books will follow on from the previous piece of work, if appropriate.
- Taking into consideration the needs of individuals children, children will write on lines from Year 1. The sizes of the lines will vary according to the year group.
- Children will use squared books in Mathematics from Year 2. The sizes of the squares will vary according to the year group.
- When using squared books children will always write one digit in each square.

### **Model Page**

- Write the date on the top line of the page in language for written work, in digit form for mathematics.
- Write the title in the centre of the page
- Children will use a ruler to underline the title.
- Diagrams must be written in pencil, with the label written in pen if necessary.
- The title will include reference to the objective.

### **Teaching Points**

- Digits, if appropriate, should be inside the left of the margin but close to the line.
- Use a single line, drawn with a ruler, to cross out a mistake.
- Write across the whole page
- Do not write THE END.
- The cover of the book is also important. No doodles allowed.

### **Monitoring and Review**

- Samples of work are collected regularly to monitor standards of presentation, continuity and progression by the Schools Leadership Team (SLT)

Policy Last Reviewed – December 2018

Next Review – Spring 2021 (or earlier if required)