

Carlton Primary School

Marking & Feedback Policy



If you believe, you CAN achieve

Adopted/ last reviewed by	Date / Term / Year
Governing Body on:	07 / 2016
Next revision	Every two years _____
To be reviewed on:	Date / Term / Year _07_/_2018_

Signed: _____

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This policy has been produced as a result of consultation with staff, advisors and what children have told us about what helps them learn. We recognise the need for continuity and a consistent approach across the school when giving written feedback (marking) to children's learning. We also recognise the need for children to be more involved in the teacher's responses to their learning. We understand how marking and feedback can impact on children's learning and self esteem. Within the framework of encouraging children to focus on the learning intention, Ames (1992) found that the following factors can positively influence goal orientation: assessment strategies which focus on individual improvement, progress and mastery; making evaluation private and not public; recognising student's efforts; providing opportunities for improvements and encouraging a view of mistakes as part of learning. **(This policy has been reviewed in light of Hattie's research on effective learning, Carol Dweck's theory of Growth Mindset and Shirley Clarke's Enriching Feedback in the primary classroom.)**

Aims

At Carlton we believe that a consistent, positive and objective approach to marking and feedback based on clearly defined learning intentions and success criteria, encourages and enables all children to develop appropriate skills and attitudes necessary to assess and value their own work. Marking should provide valuable feedback to children about their own performance and give them the next steps for learning.

Principles

We believe that marking and feedback should:

- Include the active involvement of pupils in their own learning.
- Annotate planning as an indicator of success.
- Be directly linked to learning objectives and success criteria.
- Inform planning and assessment of pupil progress.
- Give children a sense of ownership over their work.
- Be accessible to all children and promote equal opportunities.
- Involve all adults working with the child.
- Be consistent throughout the school.
- Provide opportunities for improvement through scaffolding to support the next steps in their learning.
- Recognise and praise effort and achievements.
- Allow time for children to respond to marking. (Fix It Time)

Assessment for learning

Marking Against Learning Intentions

Sharing learning intentions and success criteria with children empowers them. It helps them to develop a clear understanding of the teacher's expectations and encourages them to be more confident about what they should focus on. It puts their learning in context.

Research shows that marking and feedback can have more impact on children's learning if they focus on learning outcomes and identifies opportunities to respond to constructive marking or outlines next steps in their learning.

A consistent approach to marking against learning intentions is proven to be beneficial to all children in making progress.

The school policy is that learning objectives and the success criteria are shared with children at the start of every lesson and that children are given time to evaluate their learning against the intention.

Verbal Feedback

Verbal feedback may take place during any part of the lesson, with the whole class, during group discussions or individual conferencing. It enables the teacher and child to compare achievement against the learning objective and to discuss appropriate next steps action needed to further their learning.

Verbal feedback should be recorded on children's work with a **V including the adult's initials**.

Conferencing is a very effective way to give feedback and can be done with individuals and with groups. This should be recorded on work with a **large and small face inside a circle including the adult's initials**.

The school's expectation is **both methods are used by all additional adults within the classroom**. Class teachers must ensure that all adults working in their class must be secure with the system and monitor regularly.

The use of yellow and green should still be used alongside these two verbal methods including comments or other evidence that shows the impact of adult intervention.

Distance Marking and Feedback

Distance marking is where the teacher responds to children's work independent of the child **during any writing process**. The feedback the child receives is through bridging comments written on the work by the adult. The most valuable feedback is formative with the teacher being focused on the extent to which the child has achieved the aims of the learning intention overall (teachers responding as a reader first and foremost) and the next step with their learning. (Improvement to current work or target for next piece of work is used if the

writing is either a writing sample or written assessment. Therefore it is not appropriate for the child to respond).

Children are provided with the opportunity to respond to distance marking regularly and appropriately. We call this FIT – Fix It Time, children and adults are expected to adhere to this every morning, as per school time tables. (Marking writing at the end of day one allows children to respond before the next lesson on the morning of day 2. Waiting to respond at the end of the week is not considered appropriate or effective. School expectations are for work to be marked and responded to within 48hrs.) The school’s policy is that children and adults write on the opposite page when marking and responding. Adults should write in black or blue pen and children respond in pencil (unless they have achieved their pen licence).

The term ‘next steps’ is used to reflect two aspects of learning:

1. Children to respond to constructive marking to improve existing work to demonstrate understanding or embed understanding;
2. Teachers record in children’s books (preceded by N.S.) to inform both the child/teacher/supporting adults what the child needs to do to move to the new target.

When can children respond?

Children can respond as part of the independent activity during guided reading and/or at the beginning of the school day (FIT) or at the start of the next lesson.

The school policy is;

In years 1 -6 children’s narrative work **across all subjects** will be marked by highlighting **2 areas of success against the learning intention with a yellow highlighter pen** and **one area for improvement marked with a green highlighter pen**. (There is no need to highlight more than this).

Yellow and green marking must highlight a phrase or sentence.

If the children’s work shows that they have achieved the **Learning Intention**, then the L.I. is highlighted – there is no need to highlight examples on the piece of work. (E.g. grammar/sentence level work, mental maths, technique demonstrated via art work).

Most children need help in understanding how to improve their work, so it is essential that the teacher provides support through a ‘closing the gap’ prompt or comment. (aka Bridging Comment)

- Reminder prompts which redirect children to the learning objective and success criteria as a way to focus improvement.
- Scaffold prompts, these focus children on specifics and give them something to think about to enhance their work.

- Example prompts which give one or two clear examples of how work can be improved.
- For lower attaining children the form of a question is a more explicit suggestion for improvement.

Developmental response to marking;

EYFS

In the EYFS instant feedback is an integral part of everything that is taught. It is an essential key to raising self esteem and encouraging children to understand about their learning. Adults help children to identify next step learning through sharing intentions, questioning, verbal feedback, conferencing, observation and ongoing assessment. All adults in the nursery and reception classes play an important part in ensuring that children leave the Foundation Stage highly motivated learners and with some understanding of how they can move their learning on.

In the reception classes the introduction of V and conferencing symbols will be phased in as the child is ready. When children begin to write (up until secure level 1) adults tick every correct letter, moving to ticking every correct word. Once children are working within securely within the year 1 curriculum (can read writing unmediated) marking should follow the full range of strategies.

Year 1

Initially, most marking will be verbal. In transition stages the V and conferencing symbols will be used as the child moves from Development Matters to ELG/National Curriculum. When children begin to write (up until working towards year 1 curriculum) adults tick every correct letter, moving to ticking every correct word. As the child moves into the year 1 curriculum the full range of marking -outlined above is expected.

Years 2-6

It is expected that the school policy with the full range of marking is followed. It is anticipated that there will be some exceptions where marking will be symbolic or personalised in order to aid a child's understanding. (Children below working toward year 1age related expectations/who cannot write or read with mediation)

For summative forms of marking – timetables /spelling – green and yellow pens or ticks may be used. However a next step comment can be used based on findings. (E.g. Next step is to learn your 9 times tables)

In maths and other areas of the curriculum work must be marked using the green and yellow highlight pens. Some of this marking will be summative.

Dialogic marking is expected at least weekly with an emphasis on 'good mistakes'.

Spelling, punctuation, grammar etc will not necessarily be the main focus of marking, for example when children are writing the first draft of a story, or when the teacher is encouraging children to 'have a go' at spelling and sentence structure. However, it is essential that spellings and grammar are corrected appropriately. Children cannot effectively focus on too many things at the same time. Only give feedback on the things the children have been asked to concentrate on.

However, secretarial skills should be marked in depth if they are part of the learning intention and are part of the success criteria. If it is the case that a child makes the same error throughout a piece, then the teacher should mark the grammar/punctuation/spelling. For all editing symbols, please refer to the examples in the writer's toolkit. See appendix.

Every teacher is expected at the end of each lesson to give the children up to 5 minutes to check their work for secretarial skills. The school has a list of expected key skills that children must achieve before the end of the school year. It is imperative HFW/MFW are available to support writing in the classroom (spelling and HW mats or on eye level access on the walls) and that adult expectations are high for these words to be spelt correctly and consistently. Children **must be asked** to go back and correct this work before it is accepted in for marking.

Marking of spellings to improve independent writing is expected. No more than five spellings should be drawn from their writing to learn as part as weekly homework. These spellings should accompany the high frequency words, exception words and age-related expectation word list they are expected to learn, as part of their weekly spelling homework.

Teachers are expected to write out accurately (in the school's handwriting cursive script) **three to five spellings** on the opposite page from the writing. These should be written, starting in the margin, on each line, leaving space for the **child to copy and practice three times. This needs to be marked following their response. (Y1 up to Y2 meeting age-related expectations)**. Children working at the Y2 expected standards and above should be using a dictionary and other resources to correct their own spelling errors. Children should place a wiggly line under the words they know are wrong and adults code Sp in the margin to indicate a spelling error on that line.

Literacy final unit outcomes must be scaffolded, constructively marked during the process, redrafted, edited, marked for secretarial errors, in order to publish in some way.

How often should marking happen?

Each child's writing should be either distance marked, marked during guided writing, conferenced with an adult or supported by an adult for every piece of writing. (Children at Carlton will experience modelled writing, shared writing, planning and independent sustained writing every week). Sustained writing in all subjects will be marked in exactly the same way. All planning must be marked (by the class teacher) before children commence writing. It is essential

teachers know children have grasped the concept before embarking on a piece of writing other than writing samples, cold writes and SAT style assessments.

Over and above this, each week in literacy/humanities subjects, each child will be expected to receive a piece of marking with a focus on -

Grammar/sentence structure – y/g on text or LI if met (bridging comments are optional if teacher/adult feels it will move learning on)

Spelling/high frequency words**

Handwriting – should be marked with y/g highlighting correct joins, using green to repeat and practice a join, ascender/descender further.

** These words may be used for spelling practice - max of 5 words per week

All guided reading comprehensions and activities are expected to be marked y/g or against LI (bridging comments are optional if teacher/adult feels it will move learning on)

Numeracy Marking

In Maths *all* work will be marked. Work can be marked by:

Teacher – green and yellow TA – green and yellow Self – pencil Peer – yellow/green pencil or pencil

Most work can simply be marked right or wrong.

Appropriate comments for going wrong include:

- **Check this**
- **What has gone wrong here?**
- Circling the error in **green**

All three creating feedback that requires the child **to respond** to the marking and think/change/recalculate their answer/workings out.

Where there has been a significant misconception (i.e. not just a one off error); a more detailed comment should be offered. (Bridging comment/explanation/examples when necessary)

Alternatively, the teacher may wish to comment that the misconception will be addressed in the next lesson / was addressed that lesson: **R for reteach** (code, like V for verbal). This would then be evident on planning and in the child's book the following lesson/days.

During Guided Maths sessions teachers/adults are expected to mark –pen in hand (using the GM symbol with your initials)- so children can respond and improve work immediately (AfL). Next steps can be recorded at this stage.

It's important to see marking as the bridge between teaching and planning as well as an opportunity to communicate with pupils.

Marking examples:

Scaffolded development comment: (closed procedure – Solve this one eg. 1Kg = 1000g, 4Kg = ___g

Image – draw out thinking/strategy/concept

Open question: (often HA) to explain answers and calculations, draw their thinking and process, the how

AVOID:

- **Go back and do** _____ (Teacher needs to copy out the question for them to complete)

- **Finish the sheet** (Should not be work sheets full of lots of questions – refer to Numeracy/Calculations Policy

Dialogic marking:

Other acceptable forms of marking

Self Marking

Children should be encouraged to be the first marker; this is particularly effective when they are marking against the success criteria. If marking against the LI they can identify up to 2 areas of success and look for improvement points. This may be done verbally during conferencing with an adult or by reflecting themselves at the end of a session. (A good time to start teaching children how to self-pair mark is to use time during 'Guided' sessions in a structured way. Refer to pg 131 for SCEF for further information.) Each LI and success criteria **must be stuck in their books before writing**. Each element of success criteria needs two boxes so the children can self mark followed by adult confirmation. Children work in yellow and green pencils.

Shared Marking

Using one piece of work to mark with the class should be done regularly as it models the marking process and highlights teaching points. Using two different pieces of levelled work to compare and discuss differences is another way of modelling the marking process. Opportunities to model bridging comments and the differing levels of comments can be reinforced at this stage.

Paired Marking/Response Partners

Children should sometimes be asked to mark work in pairs. This should not be introduced until children are trained to do this. Children should look for up to 2 areas of success first and suggest improvements focussing on the success criteria/LI. Pairings should be chosen carefully and should be flexible. They

should be roughly the same ability and only the owner of the learning makes the agreed changes and marks with yellow and green pencil. Refer to guidance from Shirley Clarke pages 131 – 143.

Teacher and TA can also model doing a piece of work with the other person marking and giving positive feedback.

Key Points to remember

- Children and adults need to understand the system.
- Learning intentions must be very clear – use agreed school system on IWB.
- Success criteria should be explicit and shared at the beginning of every lesson. (As children become more effective learners they can begin to build the success criteria as a class, in groups or individually. This should be expected of high achieving pupils.)
- Success criteria must be provided for every lesson – literacy, maths, CCC, Science – grids must be made that incorporate the elements of learning that will make the work successful, adult and child columns – checked by the child (moving securely into level 1) and confirmed by the adult or initially checked by the adult. **The SC is not what the BC are based on.**
- The closing the gap prompt needs to be (BC):
 - a. clear,
 - **b. specific**
 - c. encourages children to **reflect** and **move on** in their **learning** and **understanding**
 - d. **helps them identify** where they have gone wrong rather than tell them
 - e. recognise that getting things wrong is a way of coming to **know and understand**
 - f. comments should focus on **progress** rather than level of performance
 - g. be **careful with** the use of **praise** – make it explicit why praising because....., as a result....., (**Well done, neat work, good girl/boy etc are not acceptable comments**)
- Written feedback must be consistent for all groups within the class.

- Children's responses to feedback **must be marked** (reinforcing what we all value).
- If the task is closed there might be fewer than 2 successes.
- Teachers' written comments need to be legible and with good models of handwriting, grammar and presentation (in line with school policy)
- All comments are written in blue and black pen or pencil
- Feedback will be monitored regularly by the SLT and/or Leaders of Learning on a regular basis as part of book scrutiny and as part of teachers' professional development days throughout the year.

In conclusion

Feedback is central to moving children on in their learning and raising standards. Involving children in the marking process and providing them with the opportunity to respond to bridging comments will all serve to make the next steps in their learning clearer.

Formative assessment is about informed observation and effective questioning, which helps the teacher or practitioner note what the children can do and what they need to do next. In turn it informs the adult what they need to plan next.

Literacy Prompt Sheet

- Every piece of writing must be marked against the S.C by the teacher/adults building to all children self assessing confirmed by adults – in reverse
- 2 yellow and 1 green to highlight successes of LI and developmental point with appropriate bridging comment to respond to
- Marking writing up to the year 1 curriculum adults tick every correct letter, moving to ticking every correct word. Once children are working within the year 1 curriculum/ELG for writing - marking should mirror the full range of marking.
- Final outcomes of units must be marked during the process to support editing and redrafting
- All final outcomes must be published in some way unless performed
- 3 -5 spellings should be picked out of all writing to form part of homework and celebrated/'picked out' in writing when it becomes accurately spelt during independent future work
- Exception word list must be used for homework and picked out from writing
- Staff to use A Peat language for teaching sentence types using formal grammatical language

- All writing goes into Writing Book including marked planning format, SC and LI stuck in on opposite side of child's writing side of book
- Sentence, word, HW, grammar, GR activities, MFL in Language Book
- Language Book work must be marked against LI
- Half -termly writing samples/imitations/short story writing –standardised titles to support levelling and learning scrutiny – must be assessed against the NC grids (l/s/h) with identified Next Steps (to inform teaching and identify targets for the child). Every child needs to know which year group curriculum they are working in and develop a sense of next steps – teachers should refer to the assessment grids to support their teacher knowledge
- Children write in pencil up until Year 4 Spring Term. In Autumn 2 teachers in **Y4 begin to practice use of handwriting pens in HW lessons**. When children ready to use pen (can write consistently, neatly, equally formed letters/style in cursive script)
- Y5 and Y6 pupils to be 'assessed' if appropriate to write in pen – they apply to head teacher for pen license
- 'Pen Graduation' Display in hall with pupils photos and example of writing

Reception start in Summer Term Writing Expected and Exceeding

Year groups are assessed as working towards the year group expectations, working at the year group expectations with greater depth or working below the year group expectations – teachers must state which curriculum the learner is working at either working towards or working at.

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Self-assessment against success criteria: all year groups.

Reception/Year 1/lower KS1: (stick at bottom of their work: children can tick or make into a smiley face/sun (your choice!) if they have done that success criteria. Teacher to underline the statement in yellow if they agree it has been achieved, green if not.

Finger spaces Capital Letters Use an adjective

Year 1/2/3/4

Success Criteria	Child tick	Adult check
I must use a simile		
I must use an If, if, if, then sentence		
I must use adverbs		
I must.....		

Year 5/6 Children must find an example of each of the SC and write the number next to it to show exactly **WHERE** they have included that particular success criteria. Adults can highlight the numbers where the children have placed them in their writing if they agree that that particular success criteria has been successfully met.

Success Criteria: (include BLP language)

1. I must start my story with a question.
2. I must use powerful verbs to develop empathy
3. I must describe what the setting looks, sounds and feels like
4. I must use my noticing skills to identify improvement areas

Marking Codes at Carlton: Guidance for Adults and Children

Yellow sentence/phrase – Two examples where you met the LI. (Learner has met the LO here.)

Green sentence/phrase – One piece of learning that you could improve to meet the LI. (Learner needs to respond to this part of the marking to improve, develop or enhance their work.)

V with initials – Verbal feedback with initials by an adult who spoke with you about your learning.



With initials – Conferencing: an in depth discussions to support you to improve your learning.



With initials – Guided writing with an adult.

ST – supply teacher marked work.



With initials – Supported by TA/LSA.

I – You worked independently without any adult support.

R – Your teacher needs to re-teach this to everyone.

Agreement on Marking Partnerships

A good editing partner knows that writing takes time and effort and he or she will always respect the writers' feelings.

When we become marking partners we agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued.
- **Try to see** how they have used the success criteria and only try to improve things that are to do with the success criteria.
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work.
- **Look for** a way to help our partner achieve the Learning Intention better by giving them a 'closing the gap' prompt or question.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions **positive**.
- Get our partners to **talk about** what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

• **Signed:** _____



Symbols That Help Us Edit Our Work



Add something here – word, letter or phrase



I/You/We don't need this



Spelling mistake in this line



Underline a word that may be misspelt



Punctuation missing



Move this to



Insert – add new information



New paragraph