Colville Primary School

MARKING AND FEEDBACK POLICY

November 2024

Colville Primary School Feedback and Marking Policy

We recognise that all children are different and need different amounts of time to achieve the same level. However, we believe that all children can learn if they are provided with the appropriate learning conditions. Good feedback and marking enables children to learn more effectively and can help to close the gap between what children have achieved and their potential achievement.

Aspects of the marking policy should be communicated to the parents so that parents realize how we are marking and providing feedback. This is especially important as it may differ to what they experienced at school themselves.

Aims

We mark children's work and offer feedback in order to:

- boost their self-esteem and aspirations, through use of praise and encouragement;
- provide a basis both for summative and for formative assessment;
- promote self-assessment and peer assessment whereby they recognise their difficulties and are encouraged to accept guidance from others.
- promote well sequenced lessons and learning journeys.
- Improve learning outcomes

Principles

- The main objective of marking and feedback is not to find fault, but to help children learn. This needs to be communicated to children regularly throughout the year. From the Early Years children should be helped to discuss ways to improve their attainment.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- In order for the marking to be formative the children will need time to act on the suggestions.
    - Ensure that time is set aside, especially for English and Maths, so that time can be spent going through marking and feedback.
    - Distance marking should be accessible to children and manageable for teachers. Time should be given for children to review and then act upon the feedback in order to close the gap between what they have achieved and what they can have achieved.

Timing and Planning

We aim to mark pupil work in a timely fashion. Some marking and feedback is instantaneous and some will have an impact over several sessions. If marking asks for a response then time needs to be planned so that children can respond to it.

Where feedback is given verbally (spoken information from the adult to the child) it will be immediate and children will be expected to act upon it. There will not be a written record of every piece of verbal feedback.

Methods

- Ticks are normal where work is correct, and crosses, dot or an absence of a mark can be used where errors have been made. Other symbols may be used as appropriate for the age/stage of the pupil/class.

- Children should be encouraged to assess their work ahead of final marking. For example, they could use success criteria. This helps the children to self-reflect at each step of the learning process.

- Use of a pink pen when marking indicates an aspect the child needs to consider or change and green demonstrates good work; 'think pink, green is great'. Students use purple when marking and/or editing their own work or responding to feedback. When responding to children's work, adults write neatly and legibly as an example to the children.

Quality Feedback – Success and Improvement Guidelines

Marking and feedback should always relate to the learning intention of the piece of work. The impact of marking and feedback should improve the outcomes for pupil attainment. Marking effectively requires skill, effort and time. As such, not all pieces of work can be 'quality marked'. Teachers need to decide whether work is simply to be acknowledged or given detailed attention. Either way feedback should focus first and foremost on the learning intention of the task.

- The emphasis in marking should be on both successes against the learning intention. It can relate to improvement needed to meet general aspirations beyond the learning intention if relevant to the pupil.

- Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant').

- Success and improvement feedback should be given verbally where this is the most effective method. It should also focus on the learning intention of the task. Improvements suggested by the children could be scribed by the teacher so that young children are not put off making improvements as they will be required to write more, and to make the process of improvement visible and available for future reference.

Useful success and improvement comments are:

- A reminder prompt where the teacher reminds the child of the learning intention and draws their attention to ways they could reach it (e.g. 'What else could you say here?');

- A scaffold prompt where the teacher gives ideas to help the child reach the learning intention (e.g. 'What was the dog's tail doing?, 'The dog was angry so he ……', 'Describe the expression on the dog's face');

- An example prompt in which the child chooses examples as given by the teacher. This may be more appropriate for children with SEN, though not always. (E.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').

Stars and a wish – positives outweigh the negative

The aim of using 'stars and a wish' is so that where possible written comments begin with a positive statement then move on to something the child can improve in relation to the success criteria of the piece of work or the child's targets where all success criteria have been met. So, unless one of the success criteria is 'neat handwriting' then a 'wish' cannot be 'I would like you to write more neatly next time' since neat handwriting is an expectation that should be dealt with separately from quality feedback.

As the teacher feels appropriate, wishes will become next steps (NS), and to support recognition they can be written in pink and/or used alongside a next step symbol.

Stars and a wish can be used when giving verbal feedback as well, whether this is from teacher to pupil or pupil to pupil. Phrase your wish carefully when giving verbal feedback. It should take the form of "And next time I would like to see…" rather than "But you need to…."

Self-Assessment and Paired Marking:

Pupil Feedback to Teacher through Self-Assessment:

- Children self-assess whether they think they have achieved the learning objective or not in a variety of ways. For example using traffic light self evaluation trays, smiley faces and thumbs-up.

- With closed tasks or exercises e.g. spelling tests, wherever possible, children should self-mark or the work should be marked as a class or in groups so errors can be seen by the child immediately.

- In some cases marking as a whole class can be beneficial. This way the pupil can gain immediate feedback on how to improve from their teacher.

Paired Marking:

Before end of lessons, children should sometimes be asked to mark work in pairs.
The following points are important:

- Paired marking should not be introduced until Key Stage 2, unless the teachers feel the younger children are ready for this. They will gain some experience of this during Read Write Inc. phonics sessions.

- Children need to be trained to do this, through modeling with the whole class, watching the paired marking in action.

- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided.

- Children could point out what they like first and then suggest ways to improve the piece, but only against the learning intention and not the secretarial features unless part of the learning intention.

Other Feedback

Secretarial Features: handwriting, spelling, punctuation, grammar

- Spelling, punctuation, grammar, etc., should not be the focus of every piece of narrative writing, because children cannot effectively focus on too many things in one space of time.

- When finished, children should be asked to check for things they know are wrong in their work when they read through. They should not be told to correct all spellings.

- Children should be encouraged to use word logs, word walls, word banks, spelling lists, dictionaries etc. to check spellings. Word logs are given to all children in Year 1 and should travel up through the school with them. If you have a child in your class without a word log, please ask the English Coordinator to provide one.

Symbols:

FS and KS1

These are based largely on the Read Write Inc. marking scheme. They can be used for 2 stars and a wish marking once the symbols are understood by the children.

- . full stop (other omitted punctuation to be marked as appropriate to the age and understanding of the child)
- ABC capital letter
- _____ spelling (not phonetically correct)
- ~~~~~~ I like this (green)
- (drawing of finger) Finger spaces (a vertical line can be used to mark the place where one should be in the text if there isn't space to draw a finger)
- (drawing of ear) sound out
- teachers may adapt this system and add other symbols if these are explained to the children.
- Staff and parents use the online platform Tapestry to provide high quality feedback on pupil attainment. This takes the form of annotated observations, notes, comments and likes.

KS2

- The symbols from above may be used and in addition:
  - ^ Missing word
  - ( ) to mark passages which do not make sense
  - // paragraph start
  - Colour coding for features of writing may be used by individual teachers when explained to and understood by the class.
  - If teachers wish to colour code their marking, this needs to be explained carefully to the children. There is no set colour scheme across the school. We feel that children adapt quickly and teachers may need to adapt the way they mark to the needs of their current class.

ALL KEY STAGES

- The following letters will be used, if needed, circled:
  - I – Independent
  - T – Teacher
  - TA – Teaching Assistant
  - PA – Partner Assessment
  - SA – Self Assessment

Cross-curricular application of Literacy Skills

There is an expectation that attention to the 'secretarial features' of writing will be applied as much across foundation subjects as in English and will be marked accordingly. This should not detract from focussing on the learning intention and how to reach the learning intention through success criteria. Subject specific words are often linked heavily to English lessons, spelling patterns and/or pre-learning tasks. As such the expectation for spelling in non-core subjects remains high.