



Effective Marking and Feedback Policy and Guidance

September 2016

Introduction

We believe at George Tomlinson Primary School, that constructive marking and feedback helps raise standards. It should be the most useful and powerful continuous on-going diagnostic record of achievement. Marking and feedback (written and verbal) makes tracking of learning intentions 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. All children should be encouraged to become reflective learners and responsible for their learning, we aim to use marking and feedback as part of this process. We aim to raise the achievement and self-esteem of all our children, by providing them with prompt, regular and diagnostic feedback about their work and the next steps to enable them to make progress.

Aims

Adults at George Tomlinson Primary School mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same
- boost self-esteem and aspirations, through use of praise and encouragement
- to inform children when they have achieved a learning intention
- to inform children of their next steps are to improve learning
- promote peer and self-assessment, recognise their difficulties and accept guidance
- share expectations
- gauge their understanding, and identify any misconceptions
- provide a basis both for summative and formative assessment and inform individual tracking of progress
- to inform future lesson-planning

Teachers and Support Staff spend a large proportion of their time marking and assessing pupil's work. This time is most effective when the following **Shared Principles** are applied by all adults to ensure consistency of practice for all children.

Shared Principles

- ✓ Effective Marking and Feedback provides prompt and regular written or spoken dialogue with every pupil from Nursery to Year 6
- ✓ Effective Marking and Feedback is seen by the children as a positive way for them to improve their learning
- ✓ Effective Marking and Feedback is readily understood and accessible for all children
- ✓ Effective Marking and Feedback is used consistently across the school
- ✓ Effective Marking and Feedback relates to individual curriculum Learning Intentions
- ✓ Effective Marking and Feedback means adults (teachers and support staff) and pupils are clear about the learning intention of a task and the criteria for success (Success Criteria) and that the marking is directly related to the learning intention
- ✓ Peer and self-assessment or feedback is related to the Success Criteria and Learning Intention. Children may underline in pink and green crayon with a ruler.
- ✓ Marking and Feedback provides constructive suggestions and clear next steps about ways in which the pupil will improve his/her work and impact on their progress
- ✓ Marking and Feedback provides children with opportunities to become aware of and reflect on their learning needs

- ✓ Targets should be clear and accessible for children in their books on coloured card (see key) and updated half termly
- ✓ Regular 'Prove it!' and 'Explain it!' tests are used to evidence knowledge and progress
- ✓ The presentation and marking symbols should be stuck in the front of all children's books.

Stickers

- ✓ Marking stickers should be used to celebrate children's work
- ✓ Stickers may also be used to give children their next steps or a challenge to move their learning on
- ✓ Stickers are used to print Learning Intentions and Success Criteria/Steps to Success
- ✓ In addition to using stickers it is essential that the children receive and respond to personalised comments from teachers (see below).

Expectations

- ✓ All work including homework should be acknowledged and valued
- ✓ Every lesson taught should be evidenced in books
- ✓ Each week Maths and English books should contain:
 - Self and peer assessment at least once a week
 - In depth marking with pink/green highlighting and a detailed response from the teacher including next steps at least once a week
 - Any other work should be at least valued/acknowledged/marked using symbols/marketing stickers
- ✓ Science and Topic books should include next steps and green pen response
- ✓ Time should be allocated at the start of the next lesson for children to respond to feedback and/or complete peer and self-assessment.

Marking and Feedback in the Early Years

- ✓ In the Early Years constant positive reinforcements are used in the form of verbal feedback, which should be instant e.g. 'good sitting, listening
- ✓ In Reception and Nursery observations and learning stories are made of the children in an ongoing cycle. Observations are supported with information about the learning taking place referring to the child's characteristics of learning.
- ✓ Recorded on the observations are; time and date, who took the observation, whether it was inside or outside, child initiated, adult led or a focus activity. It will have the learning objective and what areas of the curriculum and statements it covers. Finally, where appropriate, next steps for planning or immediate next steps acted on.
- ✓ Self-directed paintings, drawings and models should have a comment from the children about their work and the date or more information about the task, if appropriate.
- ✓ In the nursery children's achievements are celebrated daily, in front of the class during 'Star of the Day'. A certificate with a note on what the child was able to do, goes home to the parents along with a sticker, so the child is clear about what he/she did to deserve being a star.'
- ✓ In Reception stickers are used to demonstrate the area of learning and the statements covered in their learning journeys. In the Writing and Maths books the stickers show, 'I can Statements' or 'steps for success' depending on the nature of the activity.
- ✓ What the child was able to achieve is highlighted with a pink pen. The top right hand corner of their work will be marked with a circled **I** if it is independent and a short note on how the child was able to achieve the task and next steps. If the work is supported there may be a more

detailed comment, For example, *'they were able to segment CVC words for spelling but needed support holding their sentence'*. And a circled 'A' for adult support goes in the top left hand corner.

- ✓ Observations are also stored electronically where learning objectives achieved are recorded along with a comment and next steps.

The following will be used in all book looks:

Outstanding:

- Strategies exist to acknowledge/celebrate the achievement of targets
- Children are involved in setting targets for improvement
- There is a very good level of response to personalised comments from teachers
- There is some subsequent response from the teacher
- Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge
- Children actively demonstrate understanding of targets set

Good:

- All children are set relevant, accurate targets on a regular basis
- Self-assessment is a regular activity: children know what they are good at and what they need to do to improve
- Children revisit and respond to previous learning through written, post-task questions
- Children respond to personalised comments from teachers

Satisfactory:

- There is sufficient work in the children's books to allow marking to have impact (reflecting a well-planned curriculum)
- Work is marked regularly
- Children know how well they have done in relation to the learning intention
- Marking helps to build confidence
- The majority of marking is about recognising success
- Some relevant targets are set
- The teacher's handwriting is easy to read
- The teacher's spelling and use of Standard English is accurate

Inadequate:

Marking is likely to be inadequate if it does little to help children to improve. The key features of inadequate marking are the opposite of satisfactory marking:

- Work is not marked regularly
- Marking is not linked to the learning intention
- Marking does not help to build confidence
- The majority of marking is not about recognising success
- No relevant targets are set/ targets are poorly chosen
- The teacher's handwriting is not easy to read
- The teacher's spelling and use of Standard English are inaccurate
- Work is marked incorrectly
- The advice given to children is inaccurate
- There is insufficient work in the children's books to allow marking to have impact

How often do we use each type of marking?

This is a guide to **minimum** expectations

Subject	Expectation
English	Acknowledgement marking 2-4 times weekly Quality in-depth marking 2 times weekly with pupil response (Green pen question) that impacts on learning Self/peer assessment 1 times weekly
Maths	Acknowledgement marking 2-4 times weekly Quality in-depth marking 2 times weekly with pupil response (Green pen question) that impacts on learning Self/peer assessment 1 times weekly
Other written subjects	Over a half-term self/peer assessment 1 time Acknowledgement/in-depth marking 50% of other work.
Homework	One in depth comment each half term. Every piece acknowledged.

Monitoring

Marking will be monitored regularly by SLT, the extended leadership team, and by individual subject coordinators.

Use of symbols for marking:

Symbol	Description
Pen	Blue for marking and feedback. Green for children's responses.
✓	Acknowledgement Well done for ...
✓✓	I really like this
➔	Next steps of learning are...
^	Missing letter/word
sp/p/gr	Spelling/punctuation/grammar error Spelling practice can be given x3
//	Start a new paragraph
Ⓣ	Pupil identified where own target has been met (green pen).
VF	Verbal feedback given
ST	Student teacher
Ⓐ	Adult support
Ⓘ	Independent work
Ⓟ Ⓠ	Paired or group work
 	To be used at least once a week.