Strike Lane Primary School

Marking & Feedback Policy

Policy Review	Date	Personnel
	Nov 18	FGB
	Sept 19	Staff meeting
	Jan 21	Staff meeting
	May 22	Staff Meeting

The aim of Feedback and Marking is to lead to improvement in pupil's understanding and application of knowledge and skills in their work.

Principles :

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice and guidance for their future learning
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- Regular marking and feedback keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards
- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults
- The manner in which feedback is given should reflect the positive, but rigorous learning culture of the school
- Pupils should have opportunities to respond to marking and feedback as soon as possible after it has been given
- Feedback identifies where pupils have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However non – negotiables (spelling, grammar and presentation) should also be commented on, as appropriate, according to the pupils' age-related expectations
- Feedback should be focused on the task, subject knowledge needed or how it has been applied and/or self-regulation strategies (see Appendix B for examples)
- Feedback and marking will promote high expectations and engagement in learning

Feedback and Marking in the Assessment for Learning Cycle :

- Adults and pupils must be clear about the learning taking place and the expected outcomes (learning objective, success criteria)
- Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions, challenge and develop thinking, learning and understanding.
- Mini plenaries giving feedback to individuals, groups or whole class are used when and where appropriate to address misconceptions or to provide further challenge. These provide opportunities for children to reflect on their learning and to edit and improve during the lesson time.
- Feedback and marking will inform planning for learning

Marking Strategies :
- **Distance Marking** – this is done away from the pupils and gives an opportunity for further reflection on pupil's progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application and next steps and /or fully diagnose misconceptions or errors.

When distance marking, the following should be taken into consideration :

- Pupils should be able to read written comments
- Comments should be spelt correctly
- The school handwriting policy should be followed when writing comments
- Where appropriate or necessary audio feedback can and should be used

- S**elf-Assessment and Evaluation –** pupils are given the opportunity to reflect on their own learning, identify progress towards success criteria and identify areas for improvement (for this to be effective it needs to be modelled by a teacher first before teaching children how to assess and evaluate their own learning). Pupils should be encouraged to look for how they can continually improve their work and learning.
- **Peer-Assessment and Evaluation –** when appropriate, pupils are given the opportunity to work with others to assess and evaluate their own, and others' learning, and to make suggestions for improvement

The Marking and Feedback Process:

Marking is most effective in the presence of the child

Time should be given on a daily basis either at the beginning or during a lesson for children to edit and improve their work.

Prompts

Closing the Gap Prompts:

- **Reminder prompt –** refers back to the learning objective or criteria
- **Scaffold prompt –** this may take the form of a question or a short cloze procedure
- **Example prompt –** this gives children examples to choose from

Eg. LO: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a .... monster with teeth like...............

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of 25+25+25=   you could calculate 25 x ? =

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:

6x10=   or 10x6=

Expectations:
- All pieces of work in books should be acknowledged either through VF and observable editing and response, teacher marking, peer marking or self-assessment.
- In structured writing developmental feedback and marking will take place during each stage of the writing process.
- Independent writing is used for assessment purpose and will not have developmental comments suggested in the event that this writing may be further improved later in the year.
- Feedback and marking in foundation subjects should follow the same guidelines in this policy in relation to learning objectives, success criteria and non-negotiables (including the spelling of topic-related vocabulary). When writing has taken place this needs to be marked with the same rigour as a piece of literacy work.
- Where appropriate the specific word, punctuation or digit will not be identified for correction but the child will be directed towards the position of the error, in order to develop self-checking strategies.
- Children are expected to respond to any verbal or written feedback questions.
- TA's and supply teachers are expected to mark work in-line with this guidance and marking codes should be available in all classrooms for them to follow.

Time to Respond to Feedback:
This is at the teachers' professional discretion, and could include whole lessons. The more immediate the feedback the more impact it will have. Time should be given daily for children to read, understand and be aware of their targets for improvement. Then given the opportunity to review and amend the work as appropriate. This may be during or after a lesson, or at the start of a new lesson.

In order for marking to be formative **'closing the gap'** information must be understood and acted upon by the children.

Teachers will respond as necessary to any comments or improvements made in response to previous marking and/or feedback.

Alternative Ways of Sharing / Celebrating a Child's Success:
- Opening of lessons
- Mini-plenaries (Why is this a good example? Refer to the success criteria)
- Plenaries and the sharing of good examples of work via iPad AirPlay or the Smart Board
- Peer selection of good examples to share and explain
- Assemblies
- Achievement awards
- Excellence or good learning displays on working walls

Moderation:
Whole school moderation of marking and feedback will take place by the whole staff across the year and at least once a term. Moderation will also take place within school cluster groups.

Monitoring:

Marking and Feedback will be monitored by SLT through regular book looks and in Progress Review meetings. Subject Leaders will also monitor the marking and feedback given across the school in their subjects as appropriate.

Review:
This policy was written on 14th November 2018 and will be reviewed annually.

Marking and Feedback Policy

sp   -   spelling correction

★   -   something to correct, edit or improve.

[yellow highlight]   -   achievements in line with the LO/SC.

✓   -   seen by staff member

Independent writes will be assessed against end of year KILPS
Not formally marked.

Children will make changes to their writing. self assess and edit in a
different colour to the one they have written in initially.

Appendix B : EEF Guidance – Effective Feedback

Education Endowment Foundation

WHAT MIGHT THE CONTENT OF EFFECTIVE FEEDBACK LOOK LIKE IN THE CLASSROOM?

Effective feedback should focus on moving *learning* forward, targeting the task, subject, and self-regulation strategies. The examples given here also demonstrate that pupils need to be given opportunities to act on feedback; further guidance on this is given in **Recommendation 3**. These messages may be delivered via written or verbal feedback (and the method of delivery is likely to be less important than the content).

	Feedback more likely to move learning forward			Less likely
	Task	**Subject**	**Self-regulation strategies**	**Personal**
	Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.	Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.	Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.	About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.
KS1 examples	In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples	In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Iceni tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've use to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

As some of these examples demonstrate, it can often be challenging to clearly demarcate the difference between feedback at the task, subject, and self-regulation level. However, teachers and leaders do not need to be overly concerned by this. These types illustrate the sort of feedback that may be effective, and the lines between them may be blurred. The key distinction to make is to ensure that feedback is directed towards the task, subject, and/or self-regulation—it is less likely to be effective if it provides a general comment about the pupil's characteristics.

This table is reproduced from Recommendation 2 in the guidance report: *Teacher Feedback To Improve Pupil Learning*

eef.li/feedback

Appendix C : Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked ……

I learned…

I think I will…

I never knew…

I discovered…

I was surprised…

I still wonder…

I have learnt….

Next time I could.....

I now know.....

I found....... difficult because.....

I solved....... by......

The best example of …… is ……

I like the way you......

.... is effective because........

You could make your work better by …………

Have you thought about......

If we look at the success criteria we can see.......

Next time you could......

Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen…
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment

- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all 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 tackled the learning objective and only try to improve things that are to do with the learning objective

- **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 objective better by giving them an improvement suggestion

- Try to make our suggestions **positive** and as **clear** as possible.

- Get our partner 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 like them to do it to us and it wouldn't be fair.

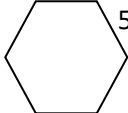*(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)*

Questions to make your partner think?

- Can you give me more?
- Can you explain that again as I'm not to clear?
- Could you clarify this part for me…
- Could you explain this again…
- What do you mean by …
- Why did you choose to use this word, method, phrase, idea?
- Why did you choose to open your writing this way?
- What effect did you want to achieve for your reader?
- Please prove/justify that this method works.
- Could you convince me…
- What would happen if you didn't follow…
- Do you think you'll change your ideas now you've had feedback from me?
- Which parts will you improve?
- Can you predict what will happen if…
- Could you use another way to solve/explain it?
- Can you interpret this information and explain to me what it means?
- Please summarise _____ and tell me the key points.
- What evidence have you got to prove that you're wrong/right?

Appendix D: Closing the Gap Marking Prompts - Examples

Literacy		
Reminder Prompts	**Scaffolded Prompts**	**Example Prompts**
LO: To describe a character You have begun to build a picture of your monster, but tell me more about what type of monster he is.	What kind of monster was he? Change 'bad' for a word which makes him sound scarier.	Instead of the word 'bad' you could use: • Terrifying • Ferocious • Spine-chilling
LO: To choose the operations needed to solve a problem You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.	3 bags of sweets at 25p each. Instead of 25+25+25= You could do 25x ? =	6 bricks at 10cm high. Instead of the repeated addition you could try multiplication 6x10=
LO: to describe a setting You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?	You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?	How did the sun shine? Could you use any of the following: • The sun shone brightly • The bright sun cast its glistening rays over the earth • The sun's rays sparkled through the trees
Maths		
Reminder Prompts	**Scaffolded Prompts**	**Example Prompts**

LO: to use appropriate symbols in simple formulae The = sign has been used correctly in these number sentences. Remember that < means 'less than' and > means 'greater than'	Is (10+5)-6 greater or less than (10- 5)+ 3?	(10+5) – 2 > (is greater than) (10 – 5) + 6 but (10 +5) – 2 < (is less than) (10-5) + 9 Have another go at the ones I have highlighted.

LO: to explain the pattern for a sequence of numbers and work out the next few numbers in the list **Work out the pattern first:** +3 +3 +3 $\curvearrowright\curvearrowright\curvearrowright\curvearrowright$ **3, 6, 9, 12, 15** **____**	Can you explain this pattern? 25, 22, 19, 16 What would be the next two numbers in the pattern?	4, 8, 12, 16, Circle the next number in this pattern: 18, 24, 14, 20 Explain how you know that 20 would be the next number in this sequence.	Can you create your own sequence and explain the pattern? Create your own sequence with 5 in the middle. How many different ways can you do it? ☐ ☐ 5 ☐ ☐
LO: to solve problems involving calculating a perimeter **To find the perimeter…..** **Remember: perimeter is a measure of the**	Find the length of each side 5 2 ▭ 2 5	5 ⬡ What would the perimeter of this regular shape be… Why?	If the perimeter of my rectangle is 24 cm, how many ways can you draw it?

length or distance around a shape.	Add all the sides together. 2 + 5 + 2 + 5 = 14	20, 30, 40,	
LO: to work out how long it takes to do something if I know the start and end times **Remember there are 60 minutes in an hour not 100.** **Try question 3 again.**	This time line calculates how long it is between 5:15 and 5:50. 5min 30min 5:15 5:20 5:50 Can you work out how long between 6:10 and 6:55?	Use a time line to work out how long is it between 10:40 and 11:15? **35min** Is it: 1 hour 35 mins, 75 mins, 35 mins	If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end?

Appendix E: Developmental Prompts - Examples

Example Developmental Comments
Please **sit in the correct position for writing**.
Hold your pencil in the **correct hand**. Rewrite this sentence to show me…
Show me you are holding your pencil with the **correct grip. Rewrite this sentence to show me**
Show me where on the line do you start your writing? Write this sentence there
Use your phonics to **spell** words. Correct this spelling
Can you sit your writing **on the line**? Show me on this line
Can you remember where to use **finger spaces**? Show me in your work where they are missing
Can you explain why we need to use **capital letters**?
Does your sentence make sense? Rewrite it so that it does
Is there a better choice of word you could choose here? Tell me
How could this sentence be improved? Tell me
Re-write this sentence, adding a/an (**adjective, verb, conjunction**)
If I remove this **full stop**, which word would you use to join the two sentences together?
'The volcano exploded like …' Finish this sentence.
Write me 3 adverbs that could be used to start this sentence: '_____ the boy climbed up the old oak tree.'
What do you need at the beginning of a sentence? Why?
Can you add an **adjective** to this sentence? Show me where using the editing pen
Letter formation: can you trace over my letter then write me three more?
(Highlighted word) can you use our classroom resources, or ask a friend, to find the correct digraph for this word?
(Highlighted word) can you use our classroom resources, or ask a friend, to find out how you spell this sight word?
Can you tell me a word that is a **conjunction**? Put it in your work.
Add a pink dot where your **finger spaces** should be
Use a **conjunction** to make these two sentences into one
What **punctuation** do you need to use when writing a list? Give me an example
Please highlight (in green) the **compound sentence** in your work. Why is it a **compound sentence**?
Add **adjectives** to this sentence to make it more descriptive
Change this noun into an **extended noun phrase**.
Can you start this sentence in a different way? Show me
How do you think this character will feel?
What will happen next?
Could you open this sentence with a **verb**? What effect does that change have?
Could you open this sentence with an **emotion word**? What effect does that change have?
Could you open this sentence with an **adjective**?
Could you open this sentence with a **fronted adverbial** to show **when** it happened?
Could you open this sentence with a **fronted adverbial** to show **where** it happened?
Could you open this sentence with a **fronted adverbial** to show **how** it happened?
Could you open this sentence with a **subordinate conjunction**?
Punctuate the example of speech below properly please.
Choose a **conjunction** which correctly completes the sentence below.

Circle the **relative clause, determiner, preposition, subordinating conjunction, etc,** in this sentence.
Can you insert a **comma** in the right place in this sentence?
Create a sentence showing how a comma can change the meaning of a sentence.
Explain why the sentence below uses an **exclamation mark.**
Which **word class** is ……. **– a noun, determiner, adverb, adjective?**
How do the words…._at that moment_ **…function in the sentence below e.g. as a noun phrase, a relative clause, a fronted adverbial, as a conjunction.**
Draw a line to match the **pronoun** which replaces the **noun in this sentence.**
At the start of this story some of the **punctuation is missing**. Insert the correct punctuation in the spaces.
Complete this sentence with the correct ……
Re-write the **simple sentence** with a more effective verb. Why is it a **simple sentence**?
Read this out loud to a friend. What improvements can you make?
Can you link these two paragraphs with a **fronted adverbial** for **how**?
Is this sentence a **command, statement, exclamation or question**? How did you know?
Can you insert a **question tag** into this paragraph? What effect does it produce?
Can you link these two paragraphs with a **fronted adverbial** for **when**?
Choose a suitable **adverb** to follow this **verb**.
Circle the **determiner** used in this sentence.
Use a **modal verb** to show us how certain it is for the event to happen.