

Rollesby Primary School and Nursery

Marking and Feedback Policy

Philosophy

We believe that constructive marking and feedback helps raise standards. It should be the most useful and powerful continuous ongoing 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.

Aim

To raise the achievement and self esteem of children by providing them with prompt, regular and diagnostic feedback about their work to enable them to make progress.

At Rollesby School we take a professional approach to the task of marking work and giving feedback. We aim to have a consistent approach to the marking symbols used by individual teachers and therefore have a school marking code.

However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

We 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;
- give a clear general picture of how far they have come in their learning, and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- provide the ongoing assessment that should inform future lesson-planning.

Principles of Marking and Feedback

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. The marking should always be in accordance with the lesson objective and the child's own personal learning targets. The child must be able to read and respond to the comments made, and be given time to do so. This is done through SIT (Self Improvement Time) at the beginning of each lesson whereby the teacher allocates 5 minutes for the children to respond to the teacher's feedback and prepare themselves for the next lesson.

Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. Comments should be appropriate to the age and ability of the child and should focus on only one or two key areas for improvement at any one time.

Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset. This is done through using pink and green pens for marking. Pink pen is used where the teacher is 'tickled pink' (because the pupil has met the learning objective or included something in their work worthy of praise) and green pen for areas which need improvement (green for growth). Purple pens are used by children to edit and improve their work during Self Improvement Time. Self assessment and teacher assessment should also be used, as far as is reasonably practicable, by drawing a face next to the learning question.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Written comments should be neat, legible and written in pink or green, consistent with above. The marking system should be constructive and formative. A useful formula is this WWW (What Went Well) and EBI (Even Better If) and will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

The improvement prompt is vital to moving the child on in their learning. We will use three types of improvement prompt:

- The **reminder** prompt – a reiteration of the learning intention (e.g. what else could you say about....?)
- The **scaffolded** prompt – the teacher decides what she would like the child to write, (e.g. what was the dog's tail doing? The dog was so angry so he... Describe the expression on the dog's face) then giving the opportunity back to the child to practice
- The **example** prompt – this models a choice of possible improvements, but asks if the child has an idea of his or her own (e.g. choose one of these or one of your own: he ran around in circles looking for the rabbit, the dog could not believe his eyes)

General Advice to Teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- 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.
- The school has explicit guidelines that apply to all pieces of work (e.g. DUMTUM, setting out their work correctly, using erasers and rulers independently, not doodling on or in their books). At Key stage 2 all pupils are expected to follow these guidelines and at KS1 pupils should be working towards them.
- In addition to these general rules there are specific rules for specific types of work, for example maths. These rules have been taught and may be on display. They make it clear what good-quality work in the subject is like.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority.
- Teachers mainly mark by comment (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used from time to time. (Teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements. Nor do bland statements such as 'good work').
- The amount of marking should be managed by the teacher. General advice is that one group's books for each subject should be marked in detail daily and by rotation.
- Ticks are normal where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example a Sp for a spelling mistake (see attached code).
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.
- In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.

- Occasional personal tutorials offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying the next learning points.

Approved by Governing Body, Autumn 2018

To be reviewed: Autumn 2020

Rollsby School Marking Code

Key Stage 1

sp	Word underlined for spelling correction. Check your spelling!
N	Neat work
^	Something is missing
P	Punctuation
?	This does not make sense
Cap	Do you need a capital letter here?
small tick	correct
dot	incorrect

WWW - What Went Well

EBI - Even Better If

Date

Underline

Miss a line

Tile (learning objective)

Underline

Miss a line

Key Stage 2

All of the above plus:

// new paragraph

U Underline

T Is there a better word? (Thesaurus)

An age appropriate version of this code should be on display in class for pupils.

