Educating For 'Life In All Its Fullness'

Harewood C of E Primary School

Marking and Feedback Policy

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Chair of Governors: J. Jayne

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School Ethos and Values

Educating For 'life In All Its Fullness'

(John 10:10)

As a school, we shape what we do, to allow children and adults to develop a strong sense of their Emotional, Spiritual and Cultural self through our Christian values:

We actively work towards our children being prepared for life as active citizens in the communities and world they live in.

Safeguarding

The Governing Body and staff of Harewood C of E Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Equal Opportunities

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils. Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including racism and homophobia, and promote understanding, tolerance and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

Aims of this policy

- To ensure that all pupils receive high quality feedback which enables them to take their learning forward
- To make marking effective and meaningful for all pupils
- To ensure consistency of marking across the school
- To provide teachers with an effective method of providing feedback and informative assessment
- To raise standards of attainment and support progress for every child

How children's work is received and marked and the nature of feedback given to them has a direct bearing on learning attitudes and future achievements.

Principles

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development it is essential that:

- **Feedback will be given in a timely way** with all books always marked up to date, and feedback given before a child works on the next task.
- **Feedback is specific**: learning objectives and success criteria are shared with pupils in every lesson and these are the focus for feedback which can be both oral and written. Learning objectives are recorded at the beginning of all written work in all classes.
- The learning needs of individual children are understood and **work is matched** to their abilities.
- **Feedback is clear and constructive** - i.e. It is given promptly and in such a way that achievement is acknowledged and teaching points highlighted.
- **Feedback is followed through:** children are given quality time to respond to written feedback and work on improvement suggestions given by the teacher e.g. through use of green pens/pencils
- **Children are involved** by understanding what is expected, what progress they are making. They develop responsibility for checking and improving their own and each other's work against agreed success criteria
- **Outcomes from feedback** and marking are fed back into teacher's planning

We acknowledge that the nature of the feedback may need to be different according to the age of the children or the National Curriculum Level at which they are working. With this in mind we have developed our policy following a period of active research in order to determine which methods have the most impact on the children's learning in each Key Stage.

Developmental Marking in the Foundation Stage

To be most effective, children's work has to be marked and assessed within the same lesson in the Foundation Stage. The children will receive continuous feedback throughout the lesson as appropriate, and time will be given for them to make improvements or be challenged by an additional task.

Marking for written/recorded work will take the form of:

Symbol	Meaning
I	Independent
CI	Child initiated
WS	Supported (possibly with a sentence about what kind of support they have received)
	Next steps will be written in full where appropriate or given verbally for more active learning.
VF	Verbal Feedback Given

Children responding to feedback in Foundation Stage
It is essential that children are given the time and opportunity to respond to feedback given. This is mainly through discussion in the case of oral feedback or supporting children to make corrections. 'Next Steps' in a child's learning are identified and shared through discussion with the child, recorded on annotated work and form part of the observation comments in children's Tapestry Learning Journals.

Developmental Marking in Key Stage 1

Children who are working on the Foundation Stage Profile and P levels

During the initial terms of year 1 and for very low ability children in year 2, it is expected that there may be a few children who still need to follow the Foundation Stage profile. If that is so, the developmental marking policy for the Foundation Stage will need to be followed, as outlined above.

Research has shown us that for children who are in the early stages of reading, their learning benefits the most from instant feedback. Where possible, the class teacher or teaching assistant should assess the work during the lesson, in a similar way to the Foundation Stage, and give children time to respond and make improvements within the lesson as appropriate.

Children who are working at age expected levels

Formal marking policy to be applied- marking will follow the Harewood marking code.

Developmental Marking in Key Stage 2

Formal marking policy to be applied- marking will follow the Harewood marking code.

Where children are working significantly below their age expected levels a higher emphasis must be placed on verbal intervention within the session and should be highlighted in the books using the code.

Harewood Marking code- KS1 & 2

The class teacher or adult marking any work will use black pen. Children will use green pen for the purpose of responding to feedback or editing.

A full list of symbols used for marking is shown in Appendix 1

- Green Highlighting will be used to denote something fabulous. This will include attainment of lesson objective, an impressive section of work or an example of embedded learning from previous session.
- Pink highlighter will be used to identify errors or sections of work that require improvement. Feedback will be given to the child via the comment or verbally about these sections.
- Punctuation errors will be circled. Children may be required to correct these as part of improvements and edits.
- Spellings will be highlighted with a squiggle underneath the word
- English book to have spelling spells sheet in the front to aid with persistently misspelled words.

Marking will be targeted at the lesson objective with a common sense approach to persistent errors.
Regular self-review and peer review will be provided through directed teaching sessions, with use of the visualizer for peer marking.
Success criteria to be provided in every class to enable self-assessment before seeking teacher intervention.

Frequency of marking

KS1

- English - Writing should be marked at the end of every piece and feedback (which may be verbal) given during the development of the work if this takes more than one session.
- Maths - every day- with a practice of marking 'on the go' to provide in session advice, immediate feedback and challenge
- Other subjects - at least 1 piece per week should be marked in depth. Other pieces may be marked with stamps or quick marked involving ticks to show correct or good work.
- Learning Objectives should be assessed using ticks to indicate attainment.

KS2

- English - final pieces of writing to be action marked with feedback given during the writing process which may be a mixture of written or verbal feedback.
- Maths - every day- with a practice of marking 'on the go' to provide in session advice, immediate feedback and challenge
- Other subjects - at least 1 piece per week should be marked in depth. Other pieces may be marked with stamps or quick marked involving ticks to show correct or good work.
- Learning Objectives should be assessed using ticks to indicate attainment.

In class intervention and feedback to be marked onto children's work at the point of intervention, during the session.

The ‘Teacher voice’

Intervention through marking should demonstrate impact on subsequent learning. This may be demonstrated in the following piece of work or through a green pen editing. Comments must be succinct and enable children to improve their work. Imperatives rather than reminders should be used.

Verbal intervention is central to effective learning. Verbal feedback throughout lessons will be recorded using VF to give a clear view of teacher impact throughout sessions.

The ‘Pupil voice’

Children must demonstrate an active response to their marking comments. This may be through improvements in subsequent work or through a green pen task. Time will be allocated at the beginning of sessions for children to review and action marking comments.

Children should be given a wide range of opportunities to self-evaluate and peer mark. Editing should be encouraged and be undertaken in green pen to make edit’s clear.

Children are expected to indicate their confidence on fulfilling the Learning Objective for a lesson with the use of a ‘Feedback Face’ (☺,😐,☹) next to the objective. (See Appendix 2)

Monitoring

The Senior Leadership Team and Subject Leaders will monitor Teaching and Learning on a continuous cycle of monitoring. As part of this, the quality and effectiveness of the marking and feedback will be determined through:

- lesson observations
- book scrutiny
- peer feedback
- pupil feedback
- pupil progress meetings

Appendix 1

Symbols for marking and feedback used at Harewood

Symbol	Example	Function
Acknowledgement marking **against Learning Objective**: ✓✓	✓✓	learning objective achieved – 2 ticks
Acknowledgement marking **against Learning Objective:** ✓	✓	learning objective needs consolidation – 1 tick
Acknowledgement marking **against Learning Objective:**	•	learning objective not achieved – no tick or a dot
✓	23 ✓	Used to show a correct answer or a positive use of a feature.
✕	30 ✕	Used to indicate an incorrect answer – This may be followed by the correct answer or a suggestion for improvement.
○	monday	Highlight a punctuation error – This may be corrected or commented on if required.
wwwww	bicos	Spelling mistake
~~No~~	~~oops~~	Mistake – A simple line should be used to show a mistake or a small area to be removed.
/	down. /Later	New line
//	end. //After	New paragraph
WS		With Support - Teacher/Teaching Assistant assisted section.
VF		Verbal Feedback
*		*Star* – This indicates what was good in the work.
		Next step – This should be used in a piece of work to show how to move forward or where a move forward in learning has been made and be followed by a way of improving the next piece of work.
		Pick up the pace – not enough work has been produced in the time available.
Green Highlighter		(Great Green) To indicate a section of work which demonstrates improvement, a good quality answer or a section that shows attainment of the Learning Objective.
Pink Highlighter		(Think Pink) To indicate a section of work that requires improvement. This may be an error requiring correction or a section of work which requires editing or a discussion with an adult to address a misconception.

Appendix 2

Pupil Self-assessment of the Learning Objective

Pupil Self-assessment

Think carefully about how you have been working in this lesson. Do you think you have met the objective?

Which 'zone' do you think you are in?

	I'm OK. I understand the work and could explain my work to a partner.
	I've been working hard. I understand some of the work but might need more time or support.
	I've tried my best but am finding it hard. I would like some help next time.