Patrington Church of England (VA) Primary Academy

Feedback and Marking Policy

Signed: _____

Policy confirmed by the Governing Body of Patrington Church of England (VA) Primary Academy on:
Date:

Date: October 2019

Review Period: Every 2 years

Review Date: October 2021

Patrington is a Voluntary Aided, Church of England Primary School offering a comprehensive Christian primary education to families in the East Riding. The School is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Patrington.

We seek to foster the belief that we are a caring Christian community, learning and growing together.

Our aim is that all children reach their full potential, not just academically, but also spiritually, physically, socially, and aesthetically. This is the context in which this policy is written.

This policy was written in October 2019. It will be reviewed again in October 2021 or earlier if necessary.

Introduction

At Patrington CE Primary Academy we believe that high quality, consistent and timely feedback and marking, enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

Rationale

The school will offer a caring, Christian, supportive and disciplined framework to enable the children to achieve their potential from the provision provided. This will be in line with the fundamentals of the British values.

The Principles that guide the school's approach to feedback and marking

 Purpose of feedback and marking is to move learning forwards.

The key elements of this are:
To highlight and celebrate success
To support improvement
To identify the next steps in learning

Feedback and marking should:
•   Be manageable for the teaching team
•   Be accessible to the children
•   Relate to the learning objective, a particular skill for learning or ongoing targets
•   Involve the staff working with the children
•   Give recognition and praise for achievement or effort
•   Provide clear strategies for improvement
•   Include time for children to read, reflect and respond to marking where appropriate
•   Cater for individual learning needs
•   Be completed before the next lesson, including face-to-face (live) marking
•   Inform future planning
•   Use consistent codes (Appendix 1).
•   Be seen by children as a constructive approach to guide and improve their learning
●   Involve dialogue between teacher and pupil while the task is being completed.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. This is particularly apparent when deliberately linked to the target setting, assessment and planning cycle. There should be regular comments in books and work files that explain what pupils need to do to move on in their learning. Work will be marked promptly and before the next lesson. Pupil premium children's books will always be marked first.

The methodology of marking children's work

As a school, both verbal and written feedback are highly valued as they both help to move learning forward.

Verbal Feedback

Verbal feedback is when a member of staff or a working partner discusses a piece of work with the child. It is a valuable form of feedback for all children (regardless of age or ability) as it is immediate, personal and focused and allows for a more in depth discussion to take place. It also encourages interaction between the child and the supporting member of staff and, where appropriate, between peers.

A record will be kept of when verbal feedback has been given, using the agreed notation in the attached Appendix 1.

Written Feedback

Each week, in English and Maths, at least of one piece of work a week should be quality (level 3) marked. Challenges will also be set in maths to extend the children who have achieved well in the lesson.

Foundation subjects and RE will be marked at level 1 and 2. Each subject will have a level 3 mark each half term.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, the majority of marking and feedback will be provided through the 'next steps' on the children's work through Tapestry tracking and verbally and is reinforced through:

Stickers and stamps
Written annotations, short and narrative observations
Annotation of work and photographs by staff
Oral dialogue with children about their play, work or special books

Foundation stage staff will carry out at least two short observation per child each week and record all information on Tapestry or in the child's profile. The teaching team will review the collection of evidence for each child at their weekly team meeting and children without sufficient evidence will become "target children" for observation purposes.

Basic requirements of feedback and marking

In KS1 and KS2 the date, learning objective and success criteria (writing and maths) will be at the top of each piece of work.

In every set of core subject books you will see:

Every learning objective highlighted, differentiated by success criteria of bronze, silver and gold

Comments which are accessible to the children and age appropriate – following the handwriting policy

Acknowledgement that teachers have read the pupil response with a double tick at the bottom of the work

Comments that provide clear strategies for improvement

Comments which cater for individual learners' needs

Children respond to ways forward in blue pen

Evidence of peer and self-assessment

Self-assessment, in pencil or highlighter linked to the LO in core subjects

A consistency of codes across phases

Spelling corrections with 'sp' in the margin. Misspelt words will be underlined in green until the child is able to identify their own misspellings. These will be based on the age and stage of the child. A child that is able to identify their own incorrect spellings will dot underneath – enabling them to come back and correct/check.

Quality Feedback and Marking

Every piece of work will be marked to at least level 1

Level 1 marking

Level 1 marking is a short acknowledgement that the work has been attempted and seen by the teacher. The LO will have a pink highlight with a possible celebratory comment or tick. This may include:

A tick or cross

A stamp/sticker

A short comment relating to the learning objective
 e.g. 'Great use of brackets' or 'Well done, Learning Objective met!'

Level 2 marking

This is an intermediate level of marking that may include more detailed feedback for the child but does NOT necessitate a pupil response. The work will have a pink or green highlight and a short comment.

Level 3 marking (Quality Marking)

Teachers will focus first and foremost upon the learning objective of the task. The emphasis should be on both successes against the learning objective and/or the improvement needs of the child.

When quality-marking teachers should:

1.   Read the entire piece of work
2.   Identify examples of where the child has met the learning intention and indicate their successes with a clear comment, tick or pink highlight. In written subjects at least 3 things per piece of work will be identified. In maths correct answers are marked with a tick
3.   Find an area in the work that requires improvement, identify it using a green highlight and provide a child friendly comment, which will help to guide future improvement. At least 2 things should be identified, of which the pupil will respond to. In maths corrections will be marked with a •

4.   Ensure all comments are related to the LO, a particular skill or on-going targets
5.   Use discretion when marking spelling, punctuation and grammar, according to the character, strengths and weaknesses of the pupil. The purpose of the marking is to encourage improvement rather than deflate the child
6.   Display agreed marking symbols in their classroom to enable the pupils to understand what each shorthand symbol represents
7.   Give the child quality response time to respond to any ways forward
8.   Acknowledge when children have responded to a 'next steps' comment with a double green tick.
9.   EYFS next step the pupil's work where appropriate.

Formative feedback / marking and children's response to the comments

Staff members will decide whether a piece of work will be marked at level 1, 2 or 3. (All independent writing will be marked at level 3) Children will then be given sufficient time to read and consider any written feedback provided. If they are unclear, they will be encouraged to ask for clarification.

Marking and feedback given by members of the teaching team other than teachers

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled (TA – teaching assistant or S – supply teacher) and commented on where appropriate.
All teachers/Level 3 and 4 teaching assistants who teach other classes in the school are responsible for marking the work carried out in that lesson. Supply teachers should also do the marking for their own work.

Should any teacher be absent the supply teacher will be expected to maintain the marking commitment as far as is reasonably possible. All supply teacher should mark work with an "S" in the top left hand margin.

Self-Marking/Peer marking

Pupils becoming more independent in their learning or sharing their learning with a peer is a great contributor to progress. All children should be encouraged to self-evaluate regularly which is done in the self-assessment section of the learning objective. This is key in order to identify their own successes and look for any improvement points.
Children should also be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.
There are many support systems for helping to guide the pupils in how to do this, such as using marking grids to show how they are feeling about their work.

Monitoring and Evaluating this policy

This policy will be monitored in a number of ways and reviewed by the Governors periodically.
Children's books will be monitored by the SLT, team leaders and subject leaders, with feedback given to members of staff where appropriate.
Subject leaders will monitor subject specific marking as part of their monitoring role. Where appropriate, good practice will be highlighted and areas for development discussed with the staff.

<u>Appendix 1 - Codes</u>

Code	Explanation	Code	Explanation

S	Adult support		Remember your finger spaces
VF	Verbal response and keyword	_____	If a child makes an error in written work, the child will put a neat _____ and re-write.
Supply	Work marked by supply teacher	//	New paragraph starts here
PA	Peer assessed	(Maths specific) ✓ •	Correct Incorrect
SC	Self corrected	Dojo	Dojo (praise award)

Spelling check - - - - - - - - - -	• Underline the incorrect spelling in green pen • A maximum of 3 words, appropriate to age and ability to be corrected • In KS1: correct spelling to be practised 3 times at the end of work • FS/Y1: the teacher follows up common errors, e.g. high frequency words • KS2: the incorrect spelling to be marked with sp in the margin. The child to find the correct spelling. • The aim is that when appropriate the underlining of the word will be removed and the child will identify the error on the line marked with sp.
Punctuation Green highlight	• Incorrect punctuation, capital letters, full stops, apostrophes, inverted commas, commas, etc. Correct punctuation to be added by the teacher or the child or followed up in response time.
Grammar check ?	• Incorrect meaning, wrong meaning (e.g. they is, their/there/they're, could of, etc. This section will be highlighted by the teacher. Corrections may be added by teacher as appropriate.
ELG ELG	• **working towards** • Exceeding
L M H 1:1	• **Low, Medium, High Support** **One to one support**