



Corringham Primary School

(Including: Corringham Primary Pre-School and Speech and Language Enhanced Provision)

Marking and Feedback Policy 2017/2018

MARKING AND FEEDBACK POLICY

Introduction

At Corringham Primary School, we take a professional approach to the tasks of marking work and giving verbal and written feedback. 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.

Aims and objectives

We mark children's work and offer feedback in order to:

- show that we value the children's work, and encourage them to value it too
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. 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
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future
- offer the children 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 the children recognise their difficulties, and are encouraged to accept guidance from others
- share expectations
- gauge the children's understanding, and identify/address any misconceptions
- provide a basis both for summative and for formative assessment
- provide the on-going assessment that should inform our future lesson-planning

Principles of marking and feedback

We believe that the following principles should underpin all 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
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed

- Marking should always relate to the lesson objective, success criteria or 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. 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 may vary across year groups and key stages
- Comments will 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.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is verbal and immediate.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established
- Feedback may also be given by a teaching assistant, or through peer review
- Group feedback is provided through plenaries too, and in group sessions
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets
- Next steps must promote further progress specific to the child's needs and should encourage a response
- Pupils must be given opportunities to respond to their marking and show progress as a result of the feedback
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work)
- Next steps should include one of the following statements guidance types:

More Able	CHALLENGE	Later
Ability	REMINDER	Teaching Sequence

	STEPS (instructions)	
Less able	EXAMPLE	Earlier

Challenge: Now write....., Now try this....., Show me where....., Can you tell me....., Rewrite..... Now add.....

Reminder: Remind children of what they need to do/expectations e.g. What should you include in this setting? Which words will make a difference to.... Remember to add the units first etc.

Steps: Give stepped instructions for what they need to do e.g. First go and check you have included a sentence about the setting. Then see if you can add a little more detail about what you can see.

Example: Put this sentence into your story here * to improve the description of your setting.

Implementing the marking policy

- All adults use pink pens for positive marking to highlight success (tickled pink) and green pens for all next steps marking (green for growth). All pupils to use purple pens (purple pen of progress) to show how they have responded to their feedback and made the improvements to their work.(See Appendix 1)
- This policy recognises that next step comments and feedback should be differentiated. Where younger children (EYFS, Year 1), cannot read or process written comments a visual/ verbal method of feedback can be used e.g. visual clues such as those which remind children about capital letters, full, stops, finger spaces etc. Key words may be recorded to remind other adults (or children) of the oral feedback.
- Self and peer assessment should also recognise the stage of a child's development. In EYFS and Year 1 children begin to learn the skills of peer and self-assessment and methods are used to support this accordingly. For example children to use smiley faces - 😊 😞 to indicate their own success.
- 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. 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.
- In order to encourage a positive response, any next step comments when work is marked must always be a constructive statement on how to improve. All next step marking must be in green, all pupil responses to marking must be in purple and any

teacher/adult review of the response to next steps must be acknowledged using pink for success or green for any further development or clarification.

- All pieces of work must be marked **daily** with a **minimum** of symbols, highlights **and/or** key words. This includes identification of success AND addresses misconceptions or further challenge in green pen show next steps/areas of improvement.
- Verbal feedback is recognised as a valuable form of marking and feedback. Where given this should be indicated using the correct code with the use of a key word prompt.
- Pupils will mark their own work against success criteria and for editing and self-checking purposes. This enables pupils to identify successes and set themselves targets for improvement or edit their writing accordingly.
- Ticks are normal where work is correct, and a green highlight or a circle in green pen where errors have been made. Other symbols may be used once their meaning has been explained. (see appendix 2 Marking & Feedback codes)
- Wherever possible, teachers should establish direct links between verbal or written praise and the class or school rewards systems. At the same time, teachers should remember that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. Pupils should be encouraged to set some of the next steps.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. Marking their own work is usually preferable, because when the teacher makes a point, the children need to be able to relate it to their own efforts
- Children should be encouraged to assess their work against the learning objective ahead of final marking. This helps the children to self-reflect at each step of the learning process
- 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 or success criteria has been met.
- Teachers must comment on presentation, spelling, grammar and punctuation in the following cases:
 - if it is a spelling or part of grammar/punctuation that all pupils should know
 - if it is something related to the child's target or expected at their level
 - work is illegible or not of the usual expected standard
- Next Steps marking will be reviewed daily, so that the children feel that they have moved forward. This review should take place during early morning work (8.30 – 8.45 am) for literacy and numeracy books or at the beginning of the next taught session. The class

teacher or LSA will work with one group for 10 minutes reviewing their next steps while the rest of the class work independently, in pairs or with an LSA to address the next steps in their books, preparing themselves to demonstrate that they have moved on. Pupils should respond to their next steps using their “purple pen of progress” to show where improvements/progress has been made.