

CROSSLIE COMMUNITY PRIMARY SCHOOL



Policy on Marking and Feedback

November 2021
Rights Respecting Article 28 - Education

Policy on Marking and Feedback

1. Introduction

At Crosslee Community Primary we take a professional approach to the tasks of marking and giving feedback. All children are entitled to regular, comprehensive and constructive feedback on their learning in order to know where they are and the next steps needed to make further progress. Therefore, all teachers mark work and give effective feedback on a regular basis as an essential part of the assessment process. The Rights Respecting framework is taken into consideration throughout.

2. Aims and objectives

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

- Give the children a clear picture of their progress in their learning, and their specific achievements 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 (WALT) (We Are Learning To), listed success criteria and agreed non-negotiables.
- 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. Work should be challenging and well matched to individual needs in line with Age Related Expectations.
- Develop the children's understanding and security in learning from their mistakes.
- Promote self-assessment and peer assessment through a range of strategies whereby the children recognise their own areas for development.
- Share expectations.
- Gauge the children's understanding, and identify any misconceptions;
- Provide a basis for both summative and formative assessment;
- Provide the ongoing assessment that informs our future lesson planning.

3. 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. Praise should be used frequently.
- Marking and feedback is the dialogue that takes place between teacher and pupil, we encourage this while the task is still being completed.
- Each child is entitled to at least one piece of detailed marked work each week in English/written work. All work should be marked in line with the policy.
- Marking should focus on the lesson objective and success criteria, the child's own learning targets and agreed non-negotiables.
- The child must be able to read and respond to the comments made, and be given time to do so. This time, if not possible immediately may be provided for example, at the start of the next day or during the next lesson in that subject. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. e.g. pictures or symbols.
- 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-esteem 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 success criteria.

- 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. This also applies to older children with SEND.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Teachers must ensure that children are given opportunities to improve on areas identified and monitor work to ensure this improvement happens.
- Feedback may also be given by a teaching assistant when with a group or through peer assessment. Children should be trained in peer assessment through modelling by the teacher and in developing skills in the children where objectives/success criteria have been met and in finding one area for development. Trust between peers is essential.
- Group feedback is also provided through plenaries and in group sessions.
- Feedback will help a child to identify their key priorities for improvement.
- Teachers will note errors made by children in their lesson evaluations, and use this to inform future planning as appropriate.
- In lessons, examples of pupil's work may be used to make constructive comments on what has been done well and what could be improved. Children should always be asked permission to use their work in this way prior to use.
- Marking will always be carried out promptly, and will normally be completed within the lesson or before the next session.
- Moderation sessions will be completed regularly by paired classes, Phase, Cluster groups and whole school teams in order to ensure staff have an accurate understanding of Age Related Expectations and next steps in learning.

4. Implementing the marking policy

- Teachers use green to mark.
- All pieces of work should have the date, title / objective underlined (DUMWUM). The date should be written in the long form in English. Other work will be dated as the teacher feels appropriate. The objective is expressed as WALT and clear success criteria should be shared and referred back to the children. DUMWUM – Date, underline, miss a line, WALT, underline, miss a line. (WALT – We are learning to).
- 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 be focused upon for the child to progress further in order to encourage a positive response with the addition of constructive statements on how to improve as appropriate.
- Ticks are normally used where work is correct, or a dot where errors have been made. Teachers should use the agreed symbols when annotating and praising work to ensure consistency in approach, these may be adapted as appropriate for each key stage. The wish strategy identifies their next steps in learning. This could be done within the lesson in the form of editing. This system is used throughout the school and adapted to the age.
- English Marking Symbols (see appendix)
- Examples of where Age Related Expectations or targets are met will be marked with a tick as appropriate to the child and piece of work. Peer/self-assessment can be shown through a post-it note or orally. This system is used throughout school and adapted to be age appropriate.

- For topic work this must be completed for at least one piece of extended writing per topic. In English, this should be completed at least once a week but only if appropriate and will move learning on further.
- The letters 'OF' are used to identify where oral feedback has been given by the teacher. A response will then be shown by the child improving the area identified in the rest of their completed work or by an added challenge being given.
- Purple progress pens are provided in all classes (Y1 to 6) for children to use to respond to marking and feedback comments. Where pupils interact with the marking process, they will be all the more engaged and receptive to correction. Children should have frequent opportunity to reflect on their marking and make an improvement in their work. This may be through adding to the work, correcting it, or completing challenges with a focus on editing. Response/development points are shown from the teacher's wish indicated by a wand. Purple pen responses must also be acknowledged/inform future planning.
- Wherever possible, teachers should establish direct links between oral or written praise and the class or school rewards system. At the same time, teachers should remember that stickers and stamps may be used with praise.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking. This allows pupils to improve their work through building knowledge of a range of success criteria and using self and peer assessment skills.
- In the Foundation stage a greater emphasis is put upon learning through play, hands on activities and child initiated learning. These are assessed through observation, recordings and photographs therefore there is limited marked work which is mainly in English, Maths and Topic books. The work in Reception is marked by ticking the learning objectives the child has met in all three subjects. In English the wand is used for editing and next steps and is shared verbally with the child during the writing session and is used to inform future planning. Symbols are used to annotate and praise work, so children are able to access and understand feedback. In Reception children are encouraged to begin to edit and correct their learning in purple, in line with the rest of the school. Elements of this system may also be used in KS1 classes or with SEN children as appropriate. In Maths marking Reception use the Maths symbol in line with the rest of school and it is corrected in purple where appropriate. Oral feedback is used throughout all lessons and is indicated by the OF symbol where appropriate.

5. **Maths marking**

- Maths is marked in terms of 3 areas, to move learning, these symbols must be used each and every Maths lesson.
 'T' indicates where time is needed with the teacher for further clarification of the task
 'C' corrections to be completed.
 'Ch' challenge to be completed for pupils showing they have achieved the objective.
 'OF' is also used for oral feedback
 These are responded to in purple pen. This must also be marked.
- Maths marking should also include comments, praise as appropriate.

6. **Assessment for Learning**

As a school we use a range of assessment for learning strategies. These may include the following:

- * Effective use of questioning with consideration to both correct answers and misconceptions.
- * Use of mini-plenary as appropriate during lessons.
- * Use of quizzes/ Kahoots to support questioning and memory.
- * Lolly lotto sticks or randomiser for 'no hands up' teaching to provide effective questioning opportunities maintaining the engagement of all pupils.
- * Self- evaluation – learning charts and questions.
- * WAGOLL – What A Good One Looks Like. Kept up to date at the expected standard for that year group, presented on the English working wall.
- * SeeSaw App.

8. Expectations during cover

It is expected that marking and feedback is completed by the covering teacher, in line with the school policy. Teaching Assistants can mark where directed with consideration of the policy.

9. Remote Learning

If and when Remote Learning is required marking and feedback will continue to be provided where possible and appropriate. This may include:

- Face to Face feedback during live lessons.
- Whole class / group / individual feedback from work submitted online as appropriate to the situation.
- Paper based work will be marked and feedback given following a time of quarantine where possible.
- Some intervention work will take an individual to the next level of provision with built in feedback provided.

In the Early Years children will receive marking and feedback via Class Dojo and Tapestry. A comment will be provided and next steps as appropriate. Verbal feedback will be given to children during live lessons via Google Meet.

More detail is given on Remote learning provision in the Remote Learning Document.

10. Monitoring and Review

We are aware of the need to monitor and update the school's Marking and Feedback Policy on a regular basis, so that we can take account of improvements made in our practice and in regard to work/life balance. We will therefore review this policy annually or more frequently as new systems and strategies are introduced.