

SIXPENNY HANDLEY FIRST SCHOOL

Marking and Verbal Feedback Policy

3rd September 2018



Marking and Verbal Feedback Policy

Introduction;

We believe in creating an ethos and environment in which children can enjoy learning, and reflect, improve and grow in confidence. Assessment for Learning (AFL) is fundamental to learning and is a powerful way of raising pupil's achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Marking of children's work is an important part of the process of teaching and learning in school and is part of the assessment process. Marking demonstrates a respect for the work produced, gives feedback and indicates the ways in which the individual child can improve and highlights strengths. Marking will also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

This policy belongs with the set of policies on Assessment, Record Keeping and Reporting. It also takes into account the school's policy on Equal Opportunities. This policy has whole school agreement and stakeholders were consulted when developing this policy.

Aims and purposes;

- To provide a consistency of approach in marking throughout the school so that it may best meet the needs of the various audiences and purposes it serves
- Marking indicates teacher satisfaction and expectations (positive reinforcement)
- To point out precisely what was good and what needs to improve next time
- To provide an opportunity to assess children's work and progress
- To provide a means of communication between teacher and child, a two way process
- Marking is an effective way of keeping the child focused on agreed targets and encourages self-assessment and self-correction
- Marking demonstrates the value and respect due to children's efforts
- Marking provides an indication to parents about their child's progress

The principles underlying practice;

To mark selectively focussing on the purpose of the work and the identified success criteria relating to the level and ability of the child.

To mark strategically alerting the reader to work that is marked in greater depth.

To highlight areas of strength and areas of improvement.

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To involve children in marking; to mark with the child whenever possible and work towards a level of self and peer assessment by the children themselves.

The policy has been written in subject specific sections as marking reflects the subject taught;

The process of marking, in general;

- Work will be marked, **in black ink**, with the children and during the lesson (groups or whole class). Marking to improve the work will be done in the margin (if available) using the school agreed code (see attached)
- Work to be marked in black ink at the bottom of the pupils work where an overall comment is to be made, this could be linked to the learner qualities
- Work will be marked using **must, should, could**, and linked to Learning Qualities, where appropriate
- Success criteria to be put in books, where applicable
- The highlighting method will be used where appropriate **during the lesson** to mark the success criteria shared with the children in the form of **must, should, could;**
Perfect Pink – This is really good and relates to the success criteria
Growing Green – How can you make this better?
- Further questions may be added to check understanding/consolidate learning **if appropriate (consider age/ability of child and access to comments)**
- Marking will inform planning and time should be made for children to address the 'growing green' highlighted areas. This can be done within the lesson or as part of our dedicated **Reflect & Connect time** on a Friday
- Teachers will use their professional judgement as to the amount of improvements and strengths indicated in any single piece of work.
- All marking procedures will be displayed clearly in the classroom and made clear to children
- '2 stars and a wish' can be used through discussion or as peer/self-assessment.
- Spellings, letter and number formation may be highlighted and practised at the end of the piece of work if appropriate
- Self and peer assessment will be taught in steps to the children to ensure it is fully understood and effective
- All self and peer assessment should be indicated by the teacher on the piece of work (**SA or PA**)
- Written self and peer assessment should be completed on post it notes and stuck in books, using a pritt stick/cellotape if needed
- Perfect Pink and Growing Green self/peer assessment should be completed using pencil crayons (easily identified as peer/self-assessment as opposed to teacher assessment)
- With clear guidance from the class teacher children may use erasers to rub out work

- All work, *in all books*, should be stamped, **at the bottom of the work, to the left of the comments**, to indicate if it was Teacher/TA supported or Independent. This also needs to be annotated if support was varied during a lesson as the pupil moves through different stages of learning.
- All work should be dated by the child or teacher
- TA's should annotate and mark work where necessary – feedback should be provided to the teacher as notes/annotations on the plan
- TA feedback sheets to be used for intervention/extension groups (locate on GoogleDrive)
- 'Learning Question ...' and/or 'Must, Should, Could' should be evident on *all pieces of work across the curriculum* either by the child or teacher **and should be placed at the top of the page – if stuck in, this should be central.**
- If the pupils has achieved the learning objective then a tick should be placed by the 'Learning Question' or if it hasn't been achieved then a dot should be placed next to it.
- Stars and stickers should be used to reward and motivate the children
- Supply teachers should mark all set work, initial it and return back to the class teacher
- Teachers should model the Penpals hand writing scheme when marking, **at all times**

Marking in Maths:

- In maths (and other appropriate subjects where the teacher thinks it will be effective) the children will assess their own learning using the 'traffic light' method;
 - Green – I understand my learning
 - Orange – I needed some more practice with my learning
 - Red – I did not understand my learning
 Growing Green and Perfect Pink can also be used against the success criteria. Teacher to teach this skill, particularly for those children with low self esteem. Teacher to record confidence level alongside the traffic light.
- In maths, if work is incorrect, this will be marked with a green dot and time will be given for the child to address this area. The teacher will draw a line for the new answer to be written on
- Annotated notes should be written on each piece of work to show what equipment or method the child has chosen to use. This can be done at the top of the page or at the bottom of the page with the general comments
- Record, at the top of the page, if a child has been absent
- Highlight the top corner of the page with a yellow highlighter to show that the teacher is aware that a piece of work has been missed, this may also be annotated, if further explanation is required
- The ladder symbol must be used, in a circle, in the text book to show that an extension task has been completed in the learning journal. This can also be used if a child only completes a few questions in a unit and moves on to further, more complicated questions, within the text book.

- Use V in a circle to show that a verbal explanation has been given of verbal feedback to the child within the lesson

Marking in English:

- Spellings can be highlighted either with the correct spelling written for the child to copy or they are asked to find the correct spelling from a wordbank/dictionary

Marking in RWi:

- Writing will usually be self marked using a coloured pencil. The teacher will then acknowledge the writing using pink/green and writing a short comment if necessary.
- Read Write Inc books may not be stamped as the writing is completed independently, although is structured and usually follows direct teaching. (For example, hold a sentence activities.)
- Creative and extended pieces of writing will be stamped to show independence or support.
- In Early Years, Sound Books used in Read Write Inc sessions will use the pink and green method of immediate feedback to ensure letter formation is being practised correctly. These books will not be stamped as all practice is independent unless annotated. These books are practice books for forming letters and no Learning Questions will be required in them. Any comments are immediate and done with the children to encourage.

Monitoring and responsibilities:

Individual teachers will mark within the guidelines of this policy.

The subject leader and Headteacher will be responsible for monitoring the policy and practices, ensuring consistency and accuracy. This will be achieved through regular scrutiny of work and planning.

All teachers will receive feedback on marking from subject leaders using the whole school format. This will identify areas of strength and areas for improvement. ***These must be acted on and books will be re-visited within the next week to ensure that improvements are immediately put in place.***

This policy will be reviewed in line with new AFL strategies following information from the in-school pilot, LA and National initiatives.

Mrs Clare Hewitt

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This policy will be reviewed annually or as and when appropriate.

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