West Hill Primary School
Marking and Feedback Policy

Approved by:		Date:	
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"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments."

*"In summary, we recommend that all marking should be **meaningful, manageable and motivating.** This must be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DFE)."*

Report of the Independent Teacher Workload Review Group March 2016

"Any feedback that doesn't lead to a change in behaviour is redundant
– there must be a point to it."

Hattie J Visible learning for Teachers 2008

At West Hill Primary School, we believe that it is the quality of marking and not the quantity that has the greatest impact on learning.

Marking and feedback has three core purposes:

To help pupils:

1. Understand what they have done well.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both these points.

2. Understand how to improve.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate, to help pupils to understand.

3. Make visible signs of improvement as a result of feedback.

Without visible signs of progress emerging from marking and feedback, there are no signs of effectiveness. Teachers and teaching assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements. Marking Response Time (MRT) is regularly built into lessons each week as appropriate. From the end of key stage 1, Children respond to marking with a green pen to show visible signs of improvement.

Our consistent approach to marking and feedback will ensure that:

1. Teachers should use professional judgement about when to use spoken, written marking, peer marking and self-assessment.

2. Short, challenging comments or verbal feedback (VF) are more effective than in-depth written comments.

3. In maths, the teacher will use the "three" tick system and pupils may mark their own work. Teacher may give prompts, try this one again, give examples.

4. The learning objective will be the core focus of feedback unless it is specific to the individual's needs.

5. Writing tasks will have more in-depth marking.

6. In English, pupils may mark in pairs with a specific focus and/or use the "toolkit"

7. Pupils may need an example so that they can see what an improvement might look like, (a model example) and/or give verbal feedback to an emerging reader or a child with limited English.

8. Where possible, teachers or T.A's will mark alongside the pupils and read their comments aloud to the child to reinforce their understanding.

9. Where verbal feedback is given for pupils' recorded work, adults are expected to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

10. Pupils must be taught and encouraged to check their own work by understanding the toolkit, presented in an age appropriate way, so that they can complete work to the highest standard.

11. The standard of presentation will be commented on.

12. When making feedback comments, adults must model legible handwriting that follows the school's handwriting policy addressing incorrectly formed letters or numbers.

13. We mark spellings selectively, becoming more rigorous as the child becomes a more fluent and confident writer. It is important not to identify too many words-key words that the pupil should know take priority.

14. When a pupil is absent for the lesson or day this will be noted at the bottom of the page.

15. Frequent "Learning Reviews" and discussions with pupils will be undertaken by subject leaders, phase leaders and/or senior leaders to ensure the three purposes of marking are of consistently high quality throughout the school.

Early Years

In the Early Years Foundation Stage, all work will be discussed alongside the child. Most feedback is verbal, and children engage in dialogue about their achievements and next steps. Adults annotate children's work where necessary to allow the work/process to be understood by the reader. Children are encouraged to edit and improve their work in consultation with the adults in the setting. Children's achievements are regularly shared with them and their families so that next steps can be discussed.

<u>Guidance for teachers and teaching assistants</u>

Plan time for marking response time (MRT) & use the Green Pens of Progress <u>when appropriate</u> to the piece of work.

Provide time for pupils to respond to feedback. This can be at the start of the lesson, during the lesson or after the lesson- plan for it when it will <u>be most effective</u>. Encourage the children to use the green pens to create a dialogue between you and them. In Key Stage One, teachers use their professional judgement to decide when to introduce the green pen of progress but should aim towards the summer term in preparation for ks2.

Explain to pupils how green pens of progress work - **they must respond to any marking comment made by the teacher or by a peer to show their understanding of how to improve their work.** Then, pupils must make the improvement(s) suggested to show a difference between their previous work and the improvement. Green Pens of Progress should be used to show **progress, not only corrections.**

Use peer and self-assessment/marking

Encourage children to see themselves as the first markers (editors) and audience for their learning and use their peers to assess work with them. This enables the children to become more independent, increases responsibility for their work as well as helping to develop an understanding of what they are learning. Plan time for this and ensure the children know what they are assessing. <u>Model examples</u> of this to the class until they are familiar with the language and/or methods.

Use learning questions to encourage further responses and challenges in learning

When marking and **where appropriate,** provide a learning question linked to the skills the children have been learning. Make questions open ended where possible. Link the questions to knowledge, skills and application of skills- the questions linked to the application of skills will be the most memorable

The important point is we expect all teachers to use marking as a means of helping pupils identify next learning steps which the teacher can then plan for.

Presentation Non-Negotiables
- All work must have a LO and a date.
- Dates and LOs must always be underlined with a ruler in KS2 where handwritten.
- Additional paper must be trimmed before sticking into books.
- The margin should be used for numbering work and spelling corrections.
- KS1 and LKS2 - work to be done in pencil.
- Black handwriting pens should be used in Year 5 and 6 (in English and Foundation subjects exercise books).
- Teachers will use blue/purple pens
- Felt tips and crayons are not to be used directly on any books.
- Work in maths, as well as all diagrams and charts etc. should be in pencil.
- Pages should not be missed or torn out of books.
- Handwriting Policy should be applied across all subjects.

- Mistakes should be crossed out with a single line.
- Book covers should show the child's first name only (GDPR), the subject and class/year group.
- Completed books should be numbered

Marking Code

Code	Meaning	Category
P	Punctuation error in that line	Grammar and punctuation corrections
T	Tense error	
SP	Spelling error	
C	Capital letter missing or in wrong place	
^	missing word or letter	
~ ~ ~	Doesn't make sense	
//	Start a new paragraph	
.	Error-please check	
VF	Verbal feedback	Level of support and by whom
T	Teacher support	
TA	Teaching assistant support	
SU	supply	
✓	LO not met	Marking the LO
✓ ✓	LO almost met	
✓ ✓ ✓	LO met	
NS	Next step	Next steps marking

Appendix One – Effective marking in Mathematics

(Guidance taken from NCETM Marking and Evidence Guidance for Primary Teachers).

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation.

The guidelines

Marking

- ☐ It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:
- ☐ For slips, it is often enough to simply indicate where each slip occurs, particularly when it is beneficial for pupils to correct them;
- ☐ If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
- ☐ Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

Evidence-recording

- ☐ Suitable summative assessment will enable a teacher to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified.
- ☐ It **should not** be a routine expectation that next-steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps that the pupils need.
- ☐ Next steps should be used **as appropriate** when it is felt that pupils need to consolidate their learning or to provide an extension task.
- ☐ If significant numbers of pupils have made the same error the correction and next steps should be addressed through the next lesson rather than through extensive individual marking.

Appendix 2 English and Maths improvement prompts for verbal or written feedback

Type of Comment	Example English	Example Maths
Closing the Gap (to achieve the LO)	Rewrite or model a question Remember to… You can… Tips for improvement strategies to use (e.g. dictionary, thesaurus) Prompts e.g. What they have missed? Change this sentence by… Re-read this sentence and… _____isn't appropriate for this genre, what can you change this to?	Rewrite or model a question Remember to… You can… Tips for improvement strategies to use (e.g. number line/100 square/written method) Prompts e.g. What happens when you add 10 to a number? Complete this calculation… Have another go
Consolidation (more needed to meet the LO)	Include 3 more _____ Where do you need_____? Identify/underline_____ Use connectives to… Think of another _____ Choose another opening sentence for _____ Change the meaning by changing the adverb/adjective Give a further explanation/example…	Write 2 addition and 2 subtraction sentences with the numbers __,and_. True or false_____? Why? If 2+8 = 10 what is 8+2? Write a word problem using a calculation method What is the pattern? Why? What do you notice? Use the inverse to check your answer Show me…
Moving on from LO	Now… Read some_____to look for examples of _____ Extend_____to include _____ Add a subordinate clause to your sentence Add extra detail by including a noun phrase What dialogue could you use to improve this? What alternative ways could you begin/end this_____? Extend this by…	Does this work for… What happens when…? Challenge: now show me… Provide next level of question e.g. TUxU give HTUxU Show me how you would do this with 3 digit numbers Justify your answer Prove this How do you know…? Spot the mistake

Appendix 3 Detailed examples for verbal or written feedback

Type of Comment	Range of Prompts	Learning Objective	Extract from child's writing	Reminder Prompt	Scaffolded Prompt	Example Prompt
Closing the Gap	*How did you/s/he feel?*	To retell a story showing people's feelings.	*'Nobody believed him'.*	Say how you think this made him feel.	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	How do you think he felt? ■ Angry that people did not trust him. ■ Annoyed with himself for lying in the past. Your own ideas?
	Change something	To use effective adjectives in a description.	*'He was a bad monster'.*	Think of a better word than *bad*.	What kind of monster was he? Change bad for a word which makes him sound more scary. Write it in the box.	Try one of these or your own instead of bad: ■ ferocious ■ terrifying ■ evil
Consolidation	*Add something*	To use effective adjectives and adverbs in an account.	*'Jason was trying to distract him, but the dragon was too strong'.*	Use more adverbs and adjectives here.	Let's use some adverbs to describe how they fought. Fill in the words: Jason tried_____to distract him, but the dragon_____ly used his strength to get past. Jason stabbed his sword_____ly into the dragon's nearest side.	Improve the fight by using one of these or your own: ■ The dragon's tail lashed viciously, cutting Jason's flesh. ■ Jason bravely lunged at the dragon, thrusting his sword fiercely into its side.
	Tell us more	To introduce a character in a story opening.	*'James went to school'.*	Describe James.	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a …..	Describe James's character. Perhaps: ■ James was a kind, likeable boy with a great sense of humour. For instance ….. ■ James was often excitable and noisy but would be quiet and serious when he was working.
Moving On	*What happens next?*	To write a middle and end from a given start.	*'At last the merman saw the mermaid'.*	How is your story going to end?	What do you think the merman said to the mermaid before they went home together?	Write one of these or your own ending: ■ 'I love you,' said the merman. The mermaid took his hand and they swam away. ■ The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

	Why…? *(justifying a statement)*	To write a letter giving reasons for things you say.	*'It was dismal.'*	Say why you thought this.	Why was it a dismal time? Why did you hate being there?	Choose one of these or your own: ■ It was dismal because I was bored all the time. ■ I found it dismal having only my grandad to talk to.