



Feedback and Marking Policy

Policy Review	
Review Schedule	Every 3 years
Reviewing Committee	T&L
Date of Last Review	January 2016
Date of Next Review	January 2019

Head Teacher Signature	Date Signed
Chair of Governors Signature	Date Signed



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“An ongoing process conducted both formally and informally, by which information and evidence about a child’s learning is absorbed and used to plan the next step”

(Ruth Sutton, Assessment framework for teachers 1991)

Introduction

At Grove Road Primary School we want all children to make good or better progress and develop positive attitudes to their learning. ‘Assessment for Learning’ is central to children recognising and achieving their potential. The feedback pupils receive (including how their books are marked) is key to this.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key elements that ensure the teachers and children at Grove Road Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key elements of Assessment for Learning:

- 1. Learning Questions**
- 2. Success Criteria (or Steps to Success)**
- 3. Questioning**
- 4. Feedback**
- 5. Developmental Marking**
- 6. Adjusting teaching to take account of results**

1. Learning Questions

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the learning question for the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved and progressed.

Teacher demonstration and modelling will closely relate to the learning question as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

The learning questions will focus on learning not activities.

2. Success Criteria or Steps to Success

Developing Success Criteria (or Step to Success) to achieve the learning question will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that



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where children together generate their own success criteria to meet a learning question they can gain more ownership over the learning with positive results. Feedback against the criteria frees children from personal discouragement.

3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including *prompting, promoting and probing* questions, are recorded in teacher's medium or short term planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talk partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because **any assessment has an emotional impact**. Feedback that comments on the work rather than the child are more constructive for both learning and motivation. The following are a number of ways feedback can be given:

Oral

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self-assessment

We will encourage pupils where possible to self-assess their work. This can be by recording traffic lights in their books or through thumbs up and to avoid peer pressure this can be carried out with eyes closed.

Peer assessment

Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- Find one word you are really proud of and underline it. Tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful



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with and which one needs help or could be taken further.

- You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of work next time.

5. Developmental Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning and what they need to do to make further progress.

Key principles and guidance for marking:

- ✓ Establish ground rules on presentation and setting out and display these. Do not mark work which does not follow these.(See Presentation Policy)
- ✓ Marking is only of value if comments are read and responded to e.g. initial next to comment, comments or questions written are responded to.
- ✓ All work marked by a member of staff should be in pink and green. Pink is referred to as tickled pink and this is to indicate successes. Green is taught as green for growth and identifies the next steps for pupils. This also allows the teacher to tailor and personalise learning for all pupils.
- ✓ Work marked by someone other than the class teacher should be initialled e.g. TA – teaching assistant, ST – supply teacher, children marking should put their initials.
- ✓ On some occasions marking will be verbal and in this instance the code VF will be used to indicate the teacher has given the pupil verbal feedback.
- ✓ Children should evaluate their work using the traffic light system and indicate on work the level of support. Use codes as below:
 - I – Independent work
 - P – Partner support
 - S – Support from adult
 - G – Group work
- ✓ In depth marking will be carried out in Maths and in English regularly, as appropriate e.g. for longer pieces of writing. Marking must be manageable for staff and not all pieces can be marked in great detail – staff must ensure that they manage their workload appropriately, whilst working within the policy. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked (with less detail) should be written in child friendly language. Comments by staff should model the handwriting policy.(See Handwriting Policy)
- ✓ All marking will be positive, informative and constructive and comments must relate to the LQ and the SC. Only give feedback on what children were asked to pay attention to. In addition identify spelling, punctuation and presentation when necessary.



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- ✓ Some maths and other closed tasks should be marked with a tick and a ? * or dot put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out, but to return and put a correct answer next to their previous attempt.
- ✓ Any calculations, sentences etc that need to be corrected should be indicated in Next Steps comment where appropriate.
- ✓ Marking in English should include tickled pink where the child has written best aspects against the SC and in Next steps indicate an area where some improvement needs to be made. Information needs to be given as to how the child can close the gap.
Useful 'close the gap' are:
 - Reminders – What else could you say here?
 - Scaffolds – What was the dog's tail doing? The dog was angry so he.....! Describe the expression on the dog's face.
 - Examples – Choose one of these – He ran around in circles looking for the rabbit/The dog couldn't believe his eyes.
 - Modelling.
- ✓ Around 3 to 5 key spelling errors, which are the most appropriate vocabulary for the age range, will be underlined and written correctly in the margin. Spelling errors will be identified across the curriculum. The child will then write the word 3 times when responding to marking. In addition, KS2 pupils will also be asked to transfer the spellings into their spelling logs.
- ✓ Punctuation marks relevant to the child's age and ability will also be marked. Punctuation mistakes will be inserted where omitted and circled where wrong.
- ✓ Time should be given for pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.
- ✓ Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, National Curriculum levels of attainment and the child's individual ability and will be used to inform teachers' planning and records and reports to parents.

The purpose being that where possible marking does the following;

- A. Highlights success** - use tickle pink where the pupil has achieved positively against the success criteria e.g. maths strategy met LQ
- B. Provides a 'closing the gap' prompt (and a green for growth)** to help children make improvements. These can occur in different ways e.g.
 - a reminder prompt
 - a scaffold prompt
 - an example prompt

6. Adjusting teaching to take account of results

Pupil feedback and marking will be used to inform future planning. Annotations on plans will be used to record assessments made in accordance with 'Assessing Pupil Progress' guidance.

7. Response to marking

All pupils to be taught to respond to marking and/or initial to indicate that they have read and taken on board their next steps. Staff will check back on these responses and either tick or comment as appropriate.