



Marking and Feedback for Assessment Policy



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**.*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

We believe that feedback and marking should provide constructive feedback to every child, focussing on success and improvement needs against our intended learning objectives ('Can I?' titles) and success criteria (☺☺); enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Aims

As a school we aim to provide quality and opportune feedback to children in order to move learning forward. At Darnhall, quality feedback provides children with a sense of achievement and resilience when faced with challenge.

Marking and feedback procedure should:

- Be manageable for teachers
- Be accessible to children
- Highlight 'next step' in green
- Relate to Can I? & ☺☺
- Involve all adults working in the classroom
- Be initialled by the adult marking the piece of work
- Be written following the school's handwriting policy
- Give recognition and appropriate **praise for achievement with a short comment (e.g. Well done), ✓ or ☺**
- Give a **next step / improvement comment** when appropriate. Sometimes, next steps are not necessary – teacher's to be make own professional judgements about this.
- Use 'tick and talk' strategy to provide immediate feedback to pupils as teachers marks their work. No other marking is needed following this. This strategy should be used for a group of pupils during every session.
- Teachers to always mark their target children books first, before all other books. This could be done during the lesson.
- Allow children '**RAR**' time to read and respond to feedback, e.g. use **purple polishing pen** to complete next step, challenges or edit work
- Identify where 'verbal feedback' has been given and a word /phrase on the focus of the **VF**
- Include a PAP time (focusing on presentation, accuracy and productivity) to give immediate feedback to children during a session.
- Inform future planning and individual target setting
- Encourage and teach children to self-correct wherever possible / as appropriate.
- Involve peer marking.
- Be visual to pupils - marking codes are to used and displayed in all classrooms (age appropriate, see appendix 1).

Marking in the Foundation Stage

Policy adopted by the Staff: Sept 2017

Policy adopted by the Governing Body: Sept 2017

Policy Review Date: Sept 2019

- Verbal feedback will be provided on guided, teacher-led activities. This will be noted with the **VF** symbol.
- Next steps will be identified on a half-termly basis and discussed with the children. These will be evident in their learning journey.

Marking in Key Stage 1

- During the transition phase from foundation stage to year 1 (end of autumn term 1), teachers may choose to give verbal feedback to the children to ensure full understanding. This will be noted with the **VF** symbol.
- Next steps and feedback to children must be presented in a child-friendly way (symbols may be more appropriate).
- Traffic light colours to be used by pupils to self-assess.
- Whole school symbols to be used (see appendix 1)

Marking in Key Stage 2

- Teacher and children to assess work using P/T boxes at the end of each lesson. A ★ indicates that the learning objective has been exceeded, a √ indicates the learning objective has been achieved and a ? indicates the learning objective has not been met.
- To follow the full marking procedure outlined above.

Resource provision and Learning Hub

- All marking is done through 'tick and talk' to ensure feedback is personalised as each child is at a different age and stage.

Types of Marking

Summative feedback

This is usually associated with closed tasks, or exercises. Where appropriate, children should self-mark, or the work should be marked as a class or in groups. Children are to initial self or peer-marking with their own initials.

Formative feedback

With verbal feedback during a lesson, teachers comments to children should focus **firstly** on issues related to the learning intention and **secondly**, on other features.

Quality marking

Not all pieces of work can be, or need to be, quality marked. Teachers need to use their professional judgement to decide whether work will be simply acknowledged, or given detailed attention.

The emphasis in marking should be against the 'Can I?' (objective) and success criteria. **Next steps** should suggest further improvements and should help the child progress to the next level in their understanding/move their learning forward.

Self-marking

Older children can be taught to identify their own successes and look for improvement points. Mid plenaries can focus on self-evaluation as a way of children self-analysing learning.

Peer marking

Peer marking may be used if children are trained to do so. Children mark each -others' work under the guidance of the teacher and a success criteria list. This must be followed up by the teacher to ensure peer marking is correct.

Organisation (Key Stage 1 and 2)

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The first few minutes of a lesson must be used for children to **read and respond** to feedback given by the adult (**RAR time**). In order for the marking to be formative, the written feedback from the teacher, **MUST** be acted upon by the children. *Children to complete this in purple pen.*

Children need to receive regular feedback about their work. It is especially important that English and Maths is marked daily and feedback is given in line with the marking procedures outlined in this policy.

Books which do not require formal written feedback

Early Morning Work Books – to be marked through discussion with the children (whole class).

Handwriting – pink ☺ or ✓ for immediate feedback. Teachers to model correct letter joins where necessary and intervene at the point of writing.

Read and Response Books - to be marked through discussion with the children (whole class).

SPAG – will be marked by pupils or as a class. Misconceptions to be used to inform future planning.

Homework – All homework will be given a sticker or a stamp to acknowledge that the homework has been read. Any misconceptions will be addressed and a comment will be made.

Appendix 1

Marking Symbols:

I – Independent
TA – Teaching Assistant support
T – Teacher support
P – Paired work
IG – Interactive group work

↗ - Next steps
VF - Verbal feedback
Sp - Indicate a spelling error (use with caution)
P - Indicate a punctuation error
// - New paragraph
© - Does it make sense?
FS – Indicate finger spaces
CL – Indicate capital letters

Reading Skills Recording Book (RSR)

Reading Skills books are used in KS2. The purpose of the books is to evidence progress in reading. Reading skills books record outcomes of reading skills development. Marking and feedback within these books:

- Includes verbal feedback (VF stamp used.)
- Written feedback relating to pupil reading target and /or specific reading skills
- Self and peer marking of the skills to be evident in the books (Upper KS2 and More Able Lower KS2)
- Includes regular challenges relating to the reading skills e.g. sequencing.