Saxilby Church of England School

Marking and Feedback Policy

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February 2016

Introduction

At Saxilby C of E Primary School, we believe that marking and feedback is an essential element to learning. Marking and feedback is effective when children are made to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas. This will ensure every child has their 'Time to Shine'.

Aims:

Through the development of this rigorous Marking and Feedback Policy we aim to ensure pupils understand what they have done well, what they need to work on to improve in their learning and to ensure clear visible learning is evident.

Marking is defined as a way of appraising a pupil's work through a combination of praise, indication of error and constructive criticism. By feeding these comments back to the child, we aim to help move their learning forward.

Marking and Feedback should be:

- **Consistent** the same marking and feedback methods are used each time so children are familiar with what they mean
- **Focused** comments are directly linked to the specified success criteria
- **Developmental** comments enable the pupil to improve, pupils are given time to act on feedback in subsequent lessons to improve their work
- **Positive** comments are given to acknowledge and celebrate achievements
- **Legible** the adult's script provides a good role-model. Writing can be read by the pupil
- **Meaningful** comments are written in child-friendly, age-appropriate language
- **Purposeful** assessments made inform future planning and provision
- **Manageable** the time input required brings about necessary improvements

General Guidelines

Children should always be made aware of the assessment criteria the teacher is using to mark the piece of work at the start of the lesson. WALTs and Steps to Success should be shared with the children and teachers should give feedback about how well individuals or groups have done based on these criteria.

Methodology for marking and feedback in the Early Years Foundation Stage

Teachers in the Early Years Foundation Stage focus on giving verbal feedback to the children but they may also write a comment with the child.

- Teachers use a variety of strategies to motivate and acknowledge good work for children
- Staff also annotate the work as part of the process of gathering information for the EYFS.
- Teachers will use the verbal feedback stamp and may record elements of the learning conversation.
- Teachers will use the same coding as the rest of the school for assessment purposes.

Methodology for marking and feedback in Key Stage One and Key Stage 2

Summative Marking and Feedback
This happens following a closed task such as a spelling or mental maths challenge. It may be appropriate for a teaching assistant or the pupils themselves to complete this form of marking.

In English and Maths summative marking of a pre or post learning task will be completed using a summative assessment sticker. Green with show which features have been achieved and a pink /red arrow will show next steps to be focused on.

Formative Marking and Feedback
Not all pieces of work can be deeply, quality marked.

All marking will focus on the learning intention of the session and any personal targets for the individual. It will not be the correcting of all secretarial errors. It is a requirement in the presentation policy that children have a sticker placed on their work stating the learning intention and success criteria and in Y5/Y6 children will record LI on work. Task sheets will outline success criteria.

The children will self-assess in the margin on the left, adjacent to the LI with symbols below. Adult will mark the LI to the right hand side.
LI achieved will be green and next steps / further focus will be 'arrowed' in pink.
Surface, secretarial errors will be marked at the teacher's discretion especially for consistent errors that are not expected at the relevant age related expectations e.g. Spelling patterns / high frequency words.

Quality Marking
Children learning in English and maths should be quality marked at least twice a week. It will be beneficial for the overall learning journey that those pieces that are quality marked are chosen because the process of quality marking will have a significant impact on subsequent learning. For example, independent writing prior to a guided writing session would benefit from being quality marked to ensure any next steps are identified prior to the guided session where they can be addressed.

For subjects where there is limited written evidence feedback will be verbal and focused on the LI and success criteria.

Marking and Feedback during Guided Sessions
During guided session the teacher is able to give focused and more timely feedback that allows children to make instant improvements to their work. These pieces can be coded as receiving verbal feedback and assessment made against sticker as normal.

Pupil's responses to marking
Children need to be given time to respond to the marking comment. This is likely to be the focus for the follow up session and where it is not, sufficient time need to be planned in to allow children to make a meaningful, learning focused response. This should not be a conversational answer to a question e.g. " ok I will try next time".

Coding work
Work will be coded to show whether it is independent, guided or supported in the following symbols. It will also be coded if the lesson has been delivered by a supply teacher or trainee teacher

Independent work	I	Guided Group Work	G	Supported by another adult other than the class teacher or usual TA	S
Lesson taught by supply	ST	Lesson taught by student trainee	TT		

Supply Teachers
We expect supply teachers to mark work using this policy.

Assessment Marking Symbols

LI achieved	✔	LI not achieved	↑
Verbal Feedback	VF	Invite to discuss with CT	? 😊
Spelling error	Sp in margin / spelling written below work		
Correct calculation	✔	Incorrect calculation	.

Saxilby Standard

Saxilby Standards	SS	Good Standard	GS	Extra Effort Required	EE

Peer and Self-Assessment in writing:

Opportunities are planned in at the end of a unit of work / following big writing to allow children to peer and self-assess their learning against the levelled criteria. Children will then work together to identify their next personal targets from the assessment criteria.

Children will be trained to assess each other's work through TAG strategy

T- "Tell me something good"

A- "Ask me a question"

G- "Give me advice"

Peer and Self-Assessment in other subjects:

Children will self-assess in the margin against the LI with the following (in their normal writing implement)

Child feels the LI has been achieved	🙂	Child feels unsure about their achievement of the LI	😐	Child feels the LI has not been achieved	☹️

Monitoring

Marking in English and Maths books will be monitored through weekly small scale sampling by phase leader as part of leadership log. It will also be monitored termly during work sampling.

For non-core subjects it will be monitored during lesson observation and during subject specific learning walks.

To be trialed Spring Term 2 and Reviewed May 2016

Supporting others in their learning journey

T	**Tell me something good**	I love how… I was pleasantly surprised by… I liked when … This… worked because… I thought … was good because.. I liked the way… I like this part because.. Your idea is… I noticed that…
A	**Ask me a question**	Why did… What happened when… Are you planning to … Who/What/When/how did… Why didn't… How come you… What kind of… I am wondering… I am a little confused about… Why do you think… Can you explain… What did you mean when you…
G	**Give a positive suggestion**	Instead of…how about… You could… Could you… Maybe next time… Maybe you could try… Maybe adding…would help…. Can you write little more about…. Maybe you could/should… I think…is a good idea but you could.. What about if you…

Our Marking and Feedback Policy

Symbol	Meaning
I	I worked Independently
G	I worked with my Teacher
S	I worked with another adult
VF	I discussed my learning with the teacher
Sp	Spelling correction

Symbol	Meaning
✔ (green tick)	Learning Intention Achieved
↑ (red arrow)	Learning Intention to be next step
? ☺	Come and talk to the teacher
✔ (green tick)	Answer to question correct
●	Answer incorrect – take another look!

I feel I have achieved today's learning	☺	I am unsure about today's learning	😐	I feel I have not achieved today's learning	☹

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