



BEECHFIELD SCHOOL

Marking and feedback policy

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Marking, feedback and presentation policy

Highlighting and addressing misconceptions through marking and feedback is vital for children's learning to progress. Feedback, both written and oral, should be used by pupils to improve their knowledge, understanding and skills. It will be evident that pupils use this feedback to improve their work within individual lessons and over time.

Marking and feedback should relate to guidelines teachers use to scaffold learning, such as success criteria, steps to success and stickability. In this way, children become aware of the subject content, knowledge and skills they need to learn, in order to make progress.

Marking *noun* (CORRECTING) - the activity of checking, correcting, and giving a mark to students' written work:

Feedback *noun* (OPINION) - information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked:

Marking

All teachers will keep in mind a core set of goals when marking. The best outcomes can be achieved by focussing on the following important points:

- The individual pupil's ability and next steps
- Giving clear guidelines for improvement
- Providing effective communication between pupils and teachers
- Improving the self-belief and confidence of pupils
- Celebrating success
- Identifying pupils who require additional assistance
- Work has a high focus on good presentation

When marking pupils' work, teachers will:

- Mark in green pen
- Tick where children have had success
✓ - Good ✓✓ - Impressive ✓✓✓ - Wow!
- Identify misconceptions and ensure they are corrected
- Correct spellings, particularly those appropriate for the year group
- Correct punctuation and grammatical errors appropriate to the objectives for the year group
- Annotate common misconceptions on the plan and address these through future teaching

Support staff should only mark work under the direction of the teacher/HLTA, following this policy. These comments should be written on a Post-it note.

Feedback

Written feedback

All teachers will consider a core set of open ended questions when providing written feedback. The best outcomes can be achieved by focussing on the following:

- Are comments phrased as questions in order to prompt a response?
- If parts of the work need improvement, are the comments constructive?
- Is the pupil likely to understand why the work is correct or incorrect?
- Are the comments detailed enough to provide adequate feedback without being too long for the pupil to understand?

When providing written feedback on pupils' work, teachers will:

- Identify the next steps in the learning process
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the specific aspect in need of improvement
- Provide examples that model the taught method or relevant alternatives
- Provide children who are excelling at a particular task with a comment that will deepen their thinking so that they continue to feel challenged

Feedback differs from marking; it is not limited to comments placed on the work of the pupils. Feedback can be immediate, verbal communication in the classroom or provided during one-to-one meetings

Verbal feedback

When providing verbal feedback, teachers will:

- Intervene in a specific, constructive and tactful manner
- Guide children to bring about immediate change in their work
- Help children to identify misconceptions and ensure they address them
- Question children to develop thinking and move learning on
- Prompt thinking so that children self-edit work
- Consider the use of manipulatives and scaffolds to support understanding

Whenever verbal feedback has been provided, teachers will prompt children to edit, make amendments or corrections in their 'purple polishing pens'. Once amendments have been made, children will revert back to their usual writing tool. This evidences where a teacher has intervened and the impact of the verbal feedback. Teachers in KS1 may wish to create a rotation chart for pupils to have one-to-one review time to discuss feedback on a deeper, more meaningful level.

Peer to peer feedback

Peer assessment can be a useful way of facilitating effective feedback, as long as pupils are provided with clear criteria to mark against and clear modelling by the teacher. By involving children in reviewing each other's work, teachers will help them to identify successful methods of learning. This will always be done at the teacher's discretion and only with pupils who are able to learn from the process.

Purple 'polishing' pens will be used by children to edit and improve their work. Examples of techniques are:

- Find one word you are really proud of and underline it. Tell the person next to you.

- Double tick something you think you have done really well linked to the learning objective
- Decide with your talk partner which of the success criteria you have been most successful with and which one needs help or could be taken even further.
- You have 5 minutes to find one place where you could improve. Write your improvement at the bottom of your work in your polishing pen.

Foundation Stage

Observations are completed incidentally, minimum of weekly for each child and recorded in Treasure books. Termly long detailed observations are completed; they reflect incidental learning and will be based upon previous next steps. All observations evidence learning and teachers will consider an open ended question to identify the next step within learning. Observations are embedded in every day practice to build up an accurate picture of the unique child.

When writing an observation teachers ensure:

- The observation must have the name of the child, be dated and indicate whether it occurred during a child-initiated or adult led activity.
- Where is the child? (Inside? Outside? In the book corner? At the painting table?)
- Who is he / she with? (Alone? Around other children but not playing with them? With an adult? With other children?)
- What is he / she doing? (Describe exactly what the child is doing don't write what you 'think' they are doing)
- Did the child say anything? If so, what? (Use their words and not yours).
- Which characteristics of effective learning did you see demonstrated by the child?
- What learning does this show at which developmental age band?
- Circle all the areas of learning you have seen and indicate which age band(s) the evidence demonstrates.
- What next? How could this experience be extended?

Learning Journals reflect the path the children have made to discover and explore. Practitioners will use this information to inform planning and guide their work with the children. It is a celebration of a child's achievements and interests during the time within Foundation Stage. Learning Journals include

- Observations
- Annotated photographs
- Snapshots of significant achievements
- Quotes from the child
- Comments from the parents/carers.

Self-evaluation

At the end of a piece of work, children need to RAG rate their work and identify the level of support. This is completed on their label. The following is used:

- I – independent work St - student VF – verbal feedback (and follow up)
- TA – supported work S - supply LM – Learning Mentor T – teacher group

A simple way for children and teachers to improve communication is for children to look at and evaluate their own work. It is also useful for teachers to assess whether pupils understand the learning of the lesson. All pupils can self-evaluate by RAG rating their label. Teachers can use self-evaluation frames to support children in focussing on the aspects of their work they have done well or need further support in. Children in KS2 are expected to write a self-evaluation at the end of each piece of work. Using specific phrases can enable

pupils to take part in their own improvement. Teachers will encourage pupils to use some of the following phrases:

- I made progress in...
- I can now...
- I am confident with... and can now...
- I learnt...
- I solved...by...
- I still don't understand...
- I found...difficult because...
- To improve it further I need to...

Pupil reflection time

For maximum impact marking and feedback should be returned to the children at the beginning of the next lesson, rather than at the end of it. This allows pupils to respond in a timely fashion and address any previous misconceptions before any new learning takes place within the subject. Children will use their 'purple polishing pens teacher pens'. Teachers should always return to children's responses to marking and feedback, ensuring that the children have moved on in their learning. Where misconceptions are still in place, amendments to planning will need to occur to ensure that gaps in learning are filled. In doing so, the children will be more likely to make progress.

Effective marking and feedback

It is a teacher's core responsibility to ensure that children's books are monitored and responded to through marking and feedback. This is essential to progress learning. However, it is recognised that marking and feedback are extremely time consuming. With this in mind, the volume of marking and feedback must be realistic, purposeful and appropriate to age. All books must be marked daily for accuracy.

In order to obtain good work/life balance, teachers should plan their marking schedule and alternate their marking deadlines. Priority needs to be given to the subject/lesson/piece of work where the next day's learning is dependent on high quality feedback from the lesson that has come before it. This strategy allows teachers to dedicate the necessary time to provide quality feedback.

Written comments should be neat, legible and written in the Beechfield handwriting style. All teacher responses must be written in an ink pen which differs from the colour that the children have written in.

HLTAs where possible will mark all books and provide feedback for the children/group that they have been working with. Teaching assistants will mark and initial the book or books of the children that they have been supporting.

Presentation expectations

- Three books (English, mathematics and curriculum) used for all subjects. Free choice about what books each piece of work goes in.
- Spots on front of books to identify groups - PP (blue), SEN (green) and other (red)
- Plastic covers to protect books and stop graffiti
- Stickered labels with date, Learning Challenge (LC), success criteria/stickability, support given and a RAG self-assessment. These should be stuck in the book on the top left of the page/in line with margin

- Children self-assess each piece of work. Rec, Yr1, Yr2, Yr3 – RAG label. Yr3, Yr4, Yr5, Yr6 –RAG label & write comment at end of work
- All sheets stuck in must be shrunk, trimmed and stuck neatly – Must not be folded
- KS1 children write in pencil and correct/respond to feedback with ‘purple polishing pens’. KS2 children write in ink and correct/respond to feedback in ‘purple polishing pens’
- Cold (blue paper) and hot (yellow paper) task assessments should be trimmed and stuck in to books

FS Neat Working Rules

1. I have selected the next clean page in my book
2. I know what I am learning to do
3. I have started at the top of the page and have worked downwards
4. I have used a sharp pencil
5. I have tried to form my numbers correctly
6. I have tried my best.

KS1 Neat Working Rules

1. I have stuck my learning challenge label in neatly and to the left of the page
2. I have written and drawn using a sharp pencil and edited/corrected my work using my ‘purple polishing pens’
3. I have used Beechfield School joined handwriting
4. I have used a sharp pencil and a ruler to draw straight lines
5. I have used one square for each digit that I have written
6. If I have made a mistake, I have crossed it out with one neat line or carefully rubbed it out if I have used a pencil
7. I have stuck any sheets I have used in neatly without folding them
8. I have coloured in the circle next to the learning challenge, Red, Amber or Green to show how well I think I have met it
9. I have indicated if I have had adult support by putting T (teacher), TA (teaching assistant), GW (Group Work) or I (independent)
10. I have responded to the comments made by my teacher
11. I have rewritten three times any spelling my teacher has suggested
12. I have put my very best effort into my work and understand that any messy work may need to be rewritten.

KS2 Neat Working Rules

1. I have stuck my learning challenge label in neatly along the margin
2. I have written in rollerball pen (not biro) and edited/corrected my work using my 'purple polishing pens'
3. I have used Beechfield School joined handwriting
4. I have used a sharp pencil to draw any pictures or diagrams
5. I have used a sharp pencil and a ruler to draw straight lines
6. I have used one square for each digit that I have written
7. If I have made a mistake, I have crossed it out with one neat line or carefully rubbed it out if I have used a pencil
8. I have neatly stuck in any sheets I have used without folding them
9. I have written a R (red), A (amber) or G (green) in the circle next to the learning challenge to show how well I think I have met it
10. I have written a self-assessment comment at the end of my work
11. I have indicated if I have had adult support by putting T (teacher), TA (teaching assistant), GW (Group Work) or I (independent)
12. I have responded in full to the comments made by my teacher using a 'purple polishing pen'
13. I have rewritten three times any spelling my teacher has suggested
14. I have put my very best effort into my work and understand that any messy work may need to be rewritten.