



Marking and Feedback policy

Philosophy

At The Croft Primary School we believe that marking and feedback should form an integral part of the teaching and learning process by enabling teachers to inform children individually of their achievements, address misconceptions and celebrate good work. The responses to children's work should focus on successes and areas of development against learning objectives and success criteria, enabling children to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system.

Principles of Marking and feedback at The Croft Primary School

Focused marking:

- ✓ Mark to the lesson objective and therefore focus on a section of the learning, e.g. in English the opening, dialogue or complex sentences. In Maths the accurate use of a ruler, solution jottings or number orientation.
- ✓ Support the children's learning by enabling them to focus before they start independent work – by jointly understanding success criteria set / created as a group
- ✓ Pick up on progress towards targets eg mini plenaries
- ✓ Focus on where the children have highlighted aspects they are pleased with – or concerned about
- ✓ Use marking to insist on non-negotiables that have been taught but not mastered, e.g. using a full stop

Effective feedback:

- ✓ Build in time in our plans for the children to revisit previous learning – drip feed ideas during the day, show real life contexts as they arise, use inputs to revisit etc
- ✓ At the start of the day/lesson allow time for the children to read feedback, initial it and respond if the feedback comment expects a response.
- ✓ Give children a structure episode (scaffold comment and example) in which they can revise/edit/improve their learning before continuing with new learning (key in the new National Curriculum for English)

Marking and feedback are most effective when we:

- ✓ Use target setting as a dynamic part of marking – this helps our children to focus on what they need to think about in order to improve. *(It is at its most effective where the teacher is good at assessment and has in mind where the children need to be by the end of the year. This is linked to expectation – getting a strong sense of what good writing, reading, maths are like for different year groups.)*

Marking, feedback and assessment:

- ✓ Daily marking and ongoing feedback from guided learning inform our assessment judgements and support our use of Assessment Bands to track progress over time.
- ✓ Assessment bands in English and Maths are updated at the end of teaching units; these updates will be informed by our marking against the LO.
- ✓ There are three data capture points per year after baseline (Oct /Dec/March/July) when progress is entered is discussed in detail with SLT

Organisation

- Wherever possible in English, the first part of every lesson where children are working in books, should be spent with the children reviewing any marking e.g. editing spelling and/or common exception words. TA/T can be used to support a group who need to make a similar response. The same applies to Maths marking, however this is less likely due to the mastery approach where steps are responded to immediately
- Children should be encouraged to respond to comments by initialling and editing as appropriate.
- Distance marking (i.e. marking completed away from the child) should be accessible to pupils and teachers need to make sure that children can read and understand it. E.g. marking code alerts child to what needs to be edited independently.
- Children should be encouraged to self and peer-assess which includes leaving comments about the progress they/their peer has made. This is age and stage appropriate and needs gradual and thorough training.
- Verbal feedback given during that teaching session will signified by the marking key symbols for adult/group or individual support

Expectations

Ofsted states (Aug 2016):

“Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However OFSTED does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning”

“While inspectors will consider how written and oral feedback is used to promote learning, OFSTED does not expect to see any written record of oral feedback provided to pupils by teachers’

- Marking should focus first and foremost on the success criteria for the learning objective in any subject. The emphasis should be on the success against the learning objective and improvements needed against that learning objective and/or pupil targets.
- The marking key should be used by all staff and reflection and feedback time used to provide detailed feedback which will move learning on.

Marking Comments

When providing children with feedback to extend/consolidate their learning , children will be informed of aspects of their work that have met the learning outcome through the use of a green highlighter. Steps for improvement will be alerted through pink highlighting and the marking key.

Useful verbal feedback comments are:

A challenge prompt: eg a problem that requires the maths concept taught to be applied

A reminder prompt: e.g. What else could you include here?

A scaffolded/steps prompt: e.g. What were the man’s eyes doing? The man was angry so he... Describe the expression on the man’s face.

An example prompt: Circle the calculation that is correct:
20% of 100 = 20 / 20% of 80 = 20

Marking Codes (using a green pen)

English Marking and Feedback Policy

- ✓ This part is correct
- I need to look at this again
- pg I need to edit punctuation or grammar in this piece/line
- sp I need to edit a spelling in this piece/line



I have been working with an adult (initialled)



This is an alert to some editing



This is something to celebrate linked to the learning objective

Presentation of Books

Learning Objective

The learning objective and long date should be stated in the title of the piece using an 'I can' statement.

e.g. I can write a sentence using finger spaces.

For Year 1 this will be on a sticker, Year 2 will be expected to write this in their books by January as is the expectation from the start of KS2.

Handwriting

Children are expected to use the cursive handwriting font taught at school when they are recording.

Numeracy Marking and Feedback Policy



This part is correct



I need to look at this again



I have been working with an adult (initialled)

nf

I need to look at my number formation



This is an alert to some editing



This is something to celebrate linked to the learning objective

Presentation of Books

Learning Objective

The learning objective and short date should be stated in the title of the piece using an 'I can' statement.

e.g. Step : I can add two single digit numbers.

For all year groups, this may be typed on a sticker as math's mastery teaching is a step by step process which builds through the lesson.

Handwriting

Children are expected to use the cursive handwriting font taught at school when they are recording.