Marking and Feedback Policy

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Meole Brace C of E Primary School and Nursery

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1. Aims

We believe marking and feedback should provide constructive feedback to every pupil, focusing on success and improvement needs against learning objectives; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

This supports the spiritual, moral, cultural and social development of pupils through extending their imagination and creativity and developing a willingness to reflect on their experiences. Through working in collaboration with other pupils to reflect on their learning they foster an understanding and appreciation of the viewpoints of others allowing them to participate fully in and contribute positively to life in modern Britain.

2. Principles

Marking and feedback should:

- give pupils opportunities to become aware of and reflect on their learning needs. (metacognitive learning)
- be seen by pupils as positive in improving their learning.
- take an approach where the pupil's progress is based on the previous attainment, within the context of marking towards the learning objective.
- be manageable for teachers
- relate to the learning objective, which needs to be shared with pupils.
- involve all adults working with pupils in the classroom.
- give recognition and appropriate praise for achievement.
- give clear strategies for improvement.
- allow specific time for pupils to read, reflect and respond to marking.
- respond to individual learning needs, marking face-to-face with some and at a distance for others.
- inform future planning and individual target setting.
- be accessible to pupils.
- use consistent codes throughout the school.
- encourage and teach pupils to self-mark wherever possible.

3. Strategies

3.1 Summative feedback/marking

This usually consists of ticks and crosses and is associated with closed tasks or exercises e.g. tables and spelling tests. Wherever possible, pupils should self-mark or the work should be marked as a class or in groups.

3.2 Formative feedback/marking

With oral feedback, in the course of a lesson, teachers' comments to pupils should focus firstly on issues about the learning objectives and success criteria, then secondly, about general progress and next steps for the pupil. All literacy, numeracy and science lessons should have either teacher given or child agreed success criteria.

3.3 Closing the gap marking

During the independent section of the lesson the teacher will work with a focus group – verbal feedback will be important for this group. Teacher annotations through the lesson can support the learning and challenge misconceptions.

This is used when pupils have worked independent of the adult. Work is responded to in more detail to assess where pupils are in their learning with comments that require pupils to revisit and improve a piece of work.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective. Clear success criteria support the adult and pupil in knowing how to meet the learning objective. The emphasis in marking should be on both success and improvement needs, against the learning objective and success criteria. Focussed comments should support the pupil in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'use a range of adjectives to describe the prince', 'Try one of these words: brave, elegant, and arrogant').

Comments from the adult are written in blue pen, to distinguish against the black pen or pencil used by the pupils.

To make the feedback more accessible to the pupil the adult highlights three pieces of evidence which meet the skills based (I can) success criteria and will include a 'closing the gap' comment. This comment should be direct and elicit a response from the pupil. An asterisk can be placed next to the issue identified for improvement.

Useful 'closing the gap' comments are:

- A **reminder** prompt (e.g. 'What else could you say here?').
- A **scaffolded** prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he ….', 'Describe the expression on the dog's face').
- An **example** prompt (e.g. 'Choose one of these or your own: He ran around in circles looking for the rabbit/The dog couldn't believe his eyes').
- A comment that gets children to reason, **justify,** convince me or explain their understanding of an element of learning that has taken place in the lesson.

Once this is established in the class this method is then modelled for the pupil to use.

N.B The teacher can use any yellow colour highlighting pen. The pupils only use green when they are self-marking. This structure supports the leadership team when a book scrutiny takes place.

The teacher gives a 'closing the gap' comment to every child, at least once a week for Literacy and once a week for Maths. The teacher needs to plan in time for the pupils to respond to the comments made. This can be timetabled on a regular basis, outside the lesson, within the lesson or planned in as an edit and improve lesson. In an edit and improve lesson it is best to ask the pupils to focus on a section of their work rather than the whole piece of work. Pupils can then go back and make changes to their work using a purple coloured pen so that any changes can be clearly seen.

3.4 Secretarial features

Spelling, punctuation, grammar, handwriting and number reversals etc, may be the success criteria for some pieces of work but may not be asked for in every piece of work, because pupils cannot effectively focus on too many things at a time. The emphasis will change in relation to issues identified in the curriculum targets, learning objectives and success criteria. Pupils will be asked to read their work through to check for errors and ensure it makes sense. This should be done during the mini plenary and plenary session of the lesson. Pupils may be asked to check spellings related to the spelling patterns they have been taught in addition to the 'close the gap' comment. Teachers will need to address the consistent misspelling of high frequency words (*see colour-coded high frequency word lists*).

3.5 Self-marking

Teachers should plan for opportunities for pupils to peer or self-evaluate at least once a week in literacy and numeracy. Pupils can identify their own successes and look for improvement points related to the success criteria. The plenary can focus on this process as a way of analysing the learning.

3.6 Developing Knowledge Steps

How do Knowledge Steps help the pupil?

- ▸ Develops meta cognition- pupils learning to become learners
- ▸ Understand what they need to do to achieve the learning objective and be successful
- ▸ Pupils develop a greater understanding of the knowledge, concepts and skills they need to acquire
- ▸ Supports all pupils including those who need a process to be broken down into smaller steps

How do Knowledge Steps support the teacher?

- ▸ Provide clear steps in how to achieve the learning objective and underpins short term planning
- ▸ Help to break down the learning into concepts, skills and knowledge
- ▸ Make it very clear to see where the gaps are in pupils learning
- ▸ Cut down on written feedback whilst providing precise next steps

Knowledge steps should **relate to the learning objective**. They can be developed for aspects of learning such as working collaboratively or linked to the curriculum target and should reflect the conceptual understanding, knowledge and skills.

For example:

Date: 17.01.23 Learning objective	To describe how the human digestive system works.
Context	Animals including Humans—Teeth and digestion
Knowledge steps:	I know the order of the digestive system.
	I know each part of the digestive system and can identify them.
	I know the function of the parts in the digestive system.

Teacher Guided Work

- Teacher stamp work

- Find examples of where pupils have met the success criteria in work and highlight in yellow x 3. Use your professional judgment.

- Then highlight success criteria label to show that they are successful.

- Teachers will be giving verbal feedback so there is no need to mark but you may be annotating or modeling for pupils as you work with them.

TA Guided Work

- TA to stamp work

- Find examples of where pupils have met the success criteria in work and highlight in yellow x 3

- Then highlight success criteria label to show that they are successful.

- TA will be giving verbal feedback during their guided group session.

Independent Work

- Independent stamp work

- Find examples of where pupils have met the success criteria in work and highlight in yellow x 3.

- Then highlight the knowledge steps label to show that where they have been successful.

- As a minimum, every pupil will be given a responding comment for Literacy and Numeracy at least once a week.

- Where pupils have not met an aspect of the SC, this will form the responding comment (Close the gap marking).

- If the SC has been met completely, responding needs to include a challenge or reasoning comment (Close the gap marking).

- IF A PUPIL HAS WORKED INDEPENDENTLY AND NOT MET THE SUCCESS CRITERIA, THIS WILL NEED TO BE ADDRESSED THROUGH CLOSE THE GAP MARKING

3.7 A Chance to Shine

This is a regular planned assessment opportunity. 'Chance to Shine' gives the opportunity for pupils to work independently to develop their own success criteria so that they think of the key features or skills needed to achieve the learning objective. This supports teachers in assessing where pupils are in their learning. A lengthier comment outlines for the pupils what they need to do next to move on in their learning.

3.8 Peer assessment

During the plenary children may be asked to mark and respond to work in pairs.

The following points are important:

- pupils need to be taught to do this, through modelling with the whole class.
- ground rules (e.g. listening, interruptions, confidentially, etc) should be decided, these could then be documented for the whole class.
- pupils should, alternately, point out what they like first, and then suggest ways to improve the piece against the success criteria, etc. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- pairings needs to be based on trust – and need to be decided upon by the teacher.
- encourage a dialogue between pupils rather than taking turns to be the 'teacher': pupils should discuss each other's work together (e.g. 'I think this bit really shows how that character feels, what do you think?')

4. Managing the different groups of children

Groupings for children in literacy and mathematics related to attainment.

These colour codes are used in all classes:

Green	Pupils working at greater depth
Orange	Pupils working at national expectation and Pupils working towards national expectation
Red	Pupils working below national

4.1 The Teacher focus group

This work is identified by the appropriate stamp e.g. "I worked with the teacher today". This group of pupils work with the teacher during the independent session of the lesson. The teacher supports through giving guidance and offering challenge to this group. The teacher works with some groups twice each week where additional support and challenge is needed. Short term planning format needs to take into account a session where a second session is needed to respond to the issues raised.

4.2 The Teaching Assistant focus group

This work is identified by the appropriate stamp (TA assisted). The TA will need to highlight pupil's work using the agreed methods as they work with the pupils. The TA supports and gives verbal guidance to this group and may need to add annotations or model for example; letter formation, spelling or grammar.

4.3 The group working independently

This work is identified by the appropriate stamp "independent work". Each child has at least one Literacy and one Mathematics close the gap marking to respond to each week.

5. Monitoring pupil progress

The work in the pupils' books is scrutinised on a regular basis each term. This may be carried out as a key stage phase, by subject leaders and by senior leaders. Governors are invited into school to observe this process.

Verbal and written feedback is given to teachers who then develop an individual action plan in response to this feedback.