REDBOURN JUNIOR SCHOOL
FEEDBACK AND MARKING POLICY

REVIEW RECORD

Name of Policy	Date discussed at Staff Meeting
Feedback and Marking Policy	**2nd September 2015**
Staff Responsible for Review (e.g. Headteacher, Subject Leader)	**Date of Review (term and year)**
Headteacher	**Summer 2015**
Date Adoption recorded in Governing Body Minutes	**Date of Next Review**
6.7.15	**Summer 2017**

COPY OF POLICY KEPT IN POLICIES FOLDER IN HEADTEACHER'S OFFICE

RECORD OF AMENDMENTS	
Page/Clause Amended	**Brief Details of Changes**

REDBOURN JUNIOR SCHOOL

FEEDBACK AND MARKING POLICY

1. Rationale:

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. By enabling children to become reflective learners they should be able to close the gap between what they can currently do and what we would want them to be able to do.

As a result of this policy there will greater consistency in the way that children's work is marked across classes.

2. Purpose:

- To recognise, encourage and reward children's effort and achievement

- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.

- To improve a child's confidence in reviewing their own work and setting new targets.

- To indicate how a piece of work could be corrected or improved against success criteria.

- To help pupils develop an awareness of the standards they need to reach in order to achieve the age-related expectations of the National Curriculum.

- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.

- To provide evidence of assessments made and help moderate the interpretation of achievement.

- To communicate to parents the performance and progress of their child.

- To inform curriculum planning.

3. Principles

- The process of marking and offering feedback should be a positive one.

- The marking should be in accordance with the success criteria/child's own personal learning target.

- Comments should be appropriate to the age and ability of the child.

- Comments will only focus on one or two areas for improvement at any one time.

- Whenever possible, marking and feedback should involve the child directly.

- Written feedback should be done as soon as practically possible.

- Written comments should be neat, legible and written in green.

- Written comments should offer guidance as to the extent to which learning intentions/success criteria have been met and suggest an area for improvement.

- Errors that were made by many children should be noted in the planning.

4. **General Guidance**

- When a written comment is given it will refer to the success criteria and be developmental i.e. children will find out how they are getting on and what they need to do to improve. (See Appendix 3)

- Written comments must be couched in terms suitable for the age of the child.

- Where written feedback is used children are expected to read the comments made on their work.

- Written comments can reflect hard work and effort

- Lesson time needs to be allocated to allow pupils to reflect on marking and complete any improvements indicated.

- Generally a child's name is used in a written comment to personalise it.

- Short hand coded marking should use the school's agreed marking symbols. (See Appendix 2)

- Pupils are periodically encouraged to self-mark against success criteria as it is recognised that this empowers children to realise their own learning needs and enables them to have control over future learning.

- Occasionally, paired marking is used as it enhances learning. Teachers would normally review this marking.

- Oral feedback allows for immediate feedback which is extremely powerful in gaining improvement in children's learning, however, it is recognised that it is impossible to give every pupil oral feedback in a lesson. Therefore, this will be used when it is appropriate and practical to do so.

- Verbal feedback may be given on an individual, group or class basis.

- Teaching Assistants are expected to mark work in lessons where appropriate following these guidelines.

5. English – Subject Specific Guidance

Extended Writing Books

- Ingredients for writing, in the form of a marking ladder, (See Appendix1) will be used for each piece of extended writing. This should be stuck in each child's writing book. This is to be completed by pupil, peer or teacher, whichever is most appropriate. It is expected that all 3 methods would be used at some point.
- Examples of good sentences/paragraphs are highlighted in pink.
- Examples of sentences/paragraphs needing improvement are highlighted in green. At least one comment, should require the child to make an improvement. This comment should relate to the success criteria.
- Pupils are given time to act on written feedback and should complete the work under the heading **Improvement** using their purple polishing pens
- A variety of symbols are used to indicate specific errors or methods of working. (See Appendix 2)

English Exercise books.

- As above, if longer pieces of writing.
- For grammar/punctuation exercise comments are only made if appropriate and/or motivational.
- Work can be ticked to acknowledge completion and/or accuracy
- Teachers will highlight the LO in pupils' books when marking. This will identify whether a pupil has met the LO (Pink) or is still working towards the LO (Green).

Spellings

- Where a child is persistently having difficulty with a specific spelling, particularly high frequency words, the incorrect spelling should be written by the teacher in the margin. The teacher should then write the correct spelling underneath. The expectation is that the child will then underline the parts of the word that they have spelt incorrectly. This should enable them to not only recognise the spelling issues that they struggle with, but will also give them an opportunity to reflect on what they have got right.
- These words should then be added by the child to their Word Buster.

Mathematics – Subject Specific Guidance

Exercise books and Investigation Books

- Marking is done in green pen and agreed marking symbols used.
- Feedback marking is used on a regular basis and, when appropriate, developmental comments are included at least weekly.
- Children are expected to complete corrections or next steps and time is given for them to do so. These corrections/next steps will be marked. However, if a piece of work contains many errors, children will only correct those highlighted by the teacher.
- Self-marking (Using Check-it Stations or calculators if appropriate) is encouraged as a means of giving pupils immediate feedback. This will enable pupils to move onto the next challenge if they have made progress. Purple pens should be used for this.

Morning Maths Books

These will be self-marked and periodically checked by teachers for presentation and accuracy

Topic/Science Books

It is important that children see that their science and topic work is valued equally to maths and English.

- Brief comments to acknowledge progress or effort.
- Mark using a green pen.
- Use self-marking where appropriate to provide children with immediate feedback
- Use self and peer assessment – children to respond in purple pens
- Stamps (e.g. verbal feedback) can be used to provide immediate feedback.
- Next step marking should be completed only where appropriate. Teachers should always build in time for the children to respond to this.
- Staff will use the agreed marking symbols where appropriate

Self and Peer Assessment

When a child self-assesses their work they should do so using their purple pens. Any child that peer assesses another child's work should do so using a pencil.

Appendix 1

Example of a Marking Ladder

Marking Ladder/Checklist for Recount Writing

Name: _____

Pupil / Peer	Success Criteria	Teacher
Pupil ticks.	My recount includes an introduction (who what where when and why).	*Teacher ticks or makes a comment.*
	I included time connectives.	
	I used the past tense.	
	I wrote events in chronological order.	
	I wrote in 1st or 3rd person.	
	The last paragraph brought the recount to a close by summing up the important points.	
	What could I do to improve my recount next time?	

Symbols to be used when filling in above:

√   **I have included/done this**

.   **I have not included/done this**

?   **I don't know how to do this/I don't know what this is**

½   **I have done this sometimes**

Marking Symbols for English

Symbol	Meaning
//	New paragraph needed
sp	Spelling mistake
∿∿∿	Meaning not clear
O	Punctuation missing
—	Capital letter mistake
∧	Word missing

Marking Symbols for Maths

Symbol	Meaning
√	Correct work
▪	Needs to be looked at
C	Work has been corrected
O	Something has gone wrong here

Other Symbols

Sometimes your teacher will need to remember how you did your work so you might see these symbols in your book.

Symbol	Meaning
1 : 1	You worked alone with the support of an adult.
G	You worked with other children in a group.
T/T A	You worked in a group with a Teacher/Teaching Assistant.
E	You used equipment to help you.
(STAMP)	Verbal feedback
(STAMP)	Guided Reading with Teacher / Teaching Assistant

Appendix 3

Examples of feedback prompts requiring pupil response

The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of the pupils. The purpose of feedback is to:

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address/explore misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practise – e.g. times tables, attention to place value, use of a ruler.

The shaded statements below provide examples of tasks or responses that could be used across maths and writing.

Writing Prompts	Maths Prompts
Read your work – can you add … (3 full stops, an adverbial which says where, a question mark, etc.)	Look back at your work – can you add … (your method, a number line, etc.)
Try to find the sentence which needs to be changed/doesn't make sense and improve it	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try this … (extension questions/consolidation questions)	Now try this … (extension questions/consolidation questions)
	If the answer was … what could the question be?
Is there another way you could write this information? (highlight sentence of phrase)	Is there another way you could do this?
Can you find a way to write this in a shorter sentence (highlight text)	Can you find a quicker way of doing this?
Finish this sentence …	Finish this sentence …. (Explaining work)
Fill in the blanks: ….	Fill in the blanks: … e.g. $\square2 + \square6 = 6\square$
Highlight a sentence where you have used .. (adverbials, conjunctions, correct punctuation, speech marks, persuasive language etc.). Link to success criteria.	Highlight where you have used (partitioning, column method, grid method, a strategy to check your answer etc.) Linked to success criteria.
Jazz up this sentence by adding …….	

Tell me 1/2/3 reasons why this is great (highlight work you want then to think about)	Tell me 1/2/3 reasons why this is great (highlight work you want then to think about)
Give me ….. that have …? e.g. Give me two sentences that have adverbials.	Give me ….. that have …? e.g. Give me two numbers that have a difference of 12
What …. would you use to ….? e.g. What word would you use to show me how the character is feeling?	What …. would you use to ….? e.g. What unit would you use to measure the width of a table?
	What are the …. of ….? What are the factor of 42?
Please write another … conjunction/sentence that shows me how the monster moved.	What other method could you have used?
How might this sentence work if you added … adverbials, conjunctions, adjectives?	How might this work with … other numbers/3-digit numbers/decimals?
	Show me how you could do this with … simpler numbers … fewer numbers…using a number line.
What would happen if?	What would happen if? e.g. What would happen if you started with 52?
What new words did you learn today? What do they mean?	What new maths words did you learn today. What do they mean?
	Would this work with different numbers?
What would happen if you could only use…? (e.g. short sentences, complex sentences, adjectives for sight and sound, formal language)	What would happen if you could only use…? (e.g. multiples of 5, 3-digit numbers, numbers less than 0, 1 –digit numbers, negative numbers)
What would happen if you could not use …..? (e.g. short sentences, simple sentences, the adjectives for sight, formal language)	What would happen if you could not use …..? What would happen if you could use …? (e.g. multiples of 5, 3-digit numbers, numbers less than 0, 1 –digit numbers, negative numbers)
What 1/2/3 ideas have really caught your attention from this lesson/activity?	
What one thing will you remember long after you have completed this activity?	
What is the most useful/meaningful/intriguing thing you have learned from this lesson/activity?	

Self-Assessment

Use this mat to support you in assessing your own learning.

Have you met the Learning Objective?

- *I think I met the*
- *Learning Objective because…*
- *I think I need to…*
- *I understand…*

What went well?

- *I am good at…*
- *I am proud of…*
- *The best bit of my work is…*

What next?

- *To improve my work I need to…*
- *I need help with…*
- *Next time I could…*

Peer Assessment

Use this mat to support you in assessing someone else's learning.

Have they met the Learning Objective?	• *I think you have met the Learning Objective because...* • *I think you need*
What went well?	• *You are good at...* • *You should be proud of...* • *The best bit of your work is...*
What next?	• *To improve your work you need to...* • *Next time you could...*