



## HESKIN PEMBERTON'S C.E. PRIMARY SCHOOL

### MARKING & FEEDBACK POLICY

*"The root of the word **assessment** is from the Latin **assidere**, which means to sit besides."*

#### MISSION STATEMENT

We are a happy Christian school, where everyone is helped to do the best they can.

JOY - LOVE - RESPECT - CREATIVITY - FORGIVENESS - PERSEVERANCE - THANKFULNESS

#### INTRODUCTION

This policy reflects the school's values, ethos and philosophy in relation to marking and feedback in all areas of the curriculum.

#### AIMS

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback at Heskin Pemberton's Church of England Primary School. Effective marking and feedback is regarded as an integral part of the continuous dialogue between teachers and pupils about pupils and how well they are doing. Teachers are able to inform children about their learning and next steps to improve further; their achievements; address misconceptions and celebrate success. We believe that effective marking and feedback will

maximise progress and support pupils in becoming the best learners they can be whilst ensuring they feel valued and engaged in their learning.

This policy will enable us:

- To show pupils that their work is valued.
- To recognise achievement, effort and presentation.
- To address misconceptions.
- To provide ongoing assessment to inform future planning.
- To share expectations.
- To encourage pupils to reflect on their performance.
- To allow pupils to make amendments to work in order to improve and extend skills.
- To raise attainment and achievement.
- To develop a dialogue between pupils and staff.
- To promote a consistent approach to marking and feedback throughout all Key Stages.

**The marking and feedback process should be positive, motivating and constructive.**

#### EXPECTATIONS THROUGHOUT THE SCHOOL

- Teachers and support staff will use the marking code.
- Teachers' feedback will be written in **red**.
- Support staffs' feedback will be written in **green**.
- Students or supply teachers' feedback will be written in **blue**.
- All adults must indicate when support has been given and support staff are to give feedback for all children they have worked with.  
The symbol for support is **s** .
- All adults must indicate if verbal feedback has been given with the symbol **vf** .

- Paired work must be recorded with the symbol **pw** and group work **gw** .
- Children will be rewarded for work that is of a high quality with houspoints **hp** .
- Where possible, work to be marked with the child and corrections should be completed immediately or as soon as possible after the activity has been completed.
- Success Criteria will be used when appropriate.
- Children in KS2 will use **purple** pen for response to feedback. An adult can scribe for children with SEN.
- Children in KS1 will use coloured pencil for response to feedback or an adult will scribe according to their stage of reading and writing development and any SEN.
- Pupils in KS2 will use **purple** pen when peer or self-marking their work.
- Pupils in KS1 will use a coloured pencil when peer or self-marking their work.

## EXPECTATIONS FOR EARLY YEARS FOUNDATION STAGE

Throughout the seven areas of learning work will be marked against Development Matters objectives or the Early Learning Goals. The letters E, D and S will be used to show whether a child is entering, developing or secure within the Development Matters age bands and ELG will be used for evidence that the child has achieved the Early Learning Goal. For work which will provide evidence a blurb will be given to describe the activity completed by the child. When an adult has worked with a group

they may note down observations which will contribute towards assessment and next steps. If a child has completed their objective, the adult working with them will give them a challenge to further extend their learning where appropriate.

## EXPECTATIONS FOR KS1 & KS2

### Throughout the Curriculum

- Work should be marked against the Learning Objective of the lesson.
  - If the LO has been achieved the LO should have a ✓ next to the LO.
  - If progress has been made towards the LO but not achieved a → should be recorded next to the LO
  - If the LO has not been achieved then it should have no symbol.
- Achievement against the learning objective/success criteria/personal targets will be highlighted in pink and referred to as 'Tickled Pink'.
- Areas for development will be highlighted in green and be referred to as 'Green for Growth'.
- Teachers will use stars and a wish, where appropriate, to give feedback on successes and next steps.
- Time must be provided for the children to respond to the feedback they are given as close to the completion of the activity as possible.
- There will be a minimum of three pieces of evidence for learning in English and Mathematics in a child's book per week. Where appropriate this could be a photograph.

## FEEDBACK & MARKING IN THE AFL CYCLE

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes. (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc...)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson.
- Effective self and peer assessment allows children to reflect on progress in their learning - identifying areas of success and opportunities for improvement.
- Feedback and marking given will inform planning for learning.

## MARKING STRATEGIES

Marking and feedback should be manageable for all staff involved in the marking and feedback process. At Heskin Pemberton's School we expect to see a balance of the following marking approaches:

- **Quality marking**
- **Success criteria marking ladder**
- **Verbal Feedback**
- **Reflective marking**
- **Self-assessment**
- **Peer assessment**
- **Teacher and teaching Assistant feedback**

**Quality marking** will enable pupils to understand their own achievements and know what they need to do to next to make progress. It will set the pupil's performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations for progress, linked to the main learning objectives. Children will be given a prompt to further their learning and they must respond.

**A Success criteria marking ladder** provides the children with a series of targets to include in their work. This approach can be used by adults or children who are self-assessing or peer-assessing. Each target is assessed with a ✓ or → . Where there is no evidence of the target being achieved it is left blank.

**Verbal feedback** given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms:

- Annotated notes on plans
- Observations written on their work
- Summary notes on children's work

**Reflective marking** takes place away from the children and gives opportunity for further analysis and reflection on children' progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

**Self -assessment** is when pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc... and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work)

**Peer assessment** is when pupils are given opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

At Heskin Pemberton's we value contributions from all staff and believe that we all play a vital role in furthering the children's learning. We want to see this reflected in the marking and feedback given from every member of staff working in each classroom.

### EXAMPLES OF FEEDBACK PROMPTS

- **Reminder prompt** - the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** - provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** - this is the most detailed support and gives children examples from which to choose

**Example of next step marking in English**

**LO: to use adjectives to describe**

**Reminder prompt:** You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?

**Scaffold prompt:** What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a ..... monster. With teeth like.....

**Example prompt:** Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

**Example of next step marking in Mathematics**

**LO:** To identify the calculation needed to solve a problem

**Reminder prompt:** You've used addition to calculate the correct answer.  
Try using multiplication to calculate the repeated addition.

**Scaffold prompt:** 3 bags of sweets at 25p each. Instead of  $25+25+25=$   
You could do  $25 \times ? =$

**Example prompt:** 6 bricks at 10cm high. Instead of the repeated addition  
you could try multiplication -  $6 \times 10 =$  or  $10 \times 6 =$

**REVIEW**

The Policy will next be reviewed in January, 2019.

Ruth Hughes & Alan Brindle  
January, 2017

