

*Green Lane
Church of England*



Primary School

Feedback and Marking Policy

Policy Title:	Feedback and Marking Policy
Policy Author:	RGE
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<u>Date of Review</u>	<u>Description of amendments (if applicable)</u>

The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

1. Purpose

The purpose of this policy is to present staff with the information necessary to enable them to offer a consistent, whole school approach towards marking and the provision of feedback. Green Lane Church of England has a set of core Christian values that we believe support children to reach their full potential and become confident, respectful learners who recognise their own worth and value the responses of their peers. The school believes that the language used by staff plays a huge role in building self-esteem and developing confidence.

Growth minded language motivates students to ensure they remain persistent, resilient and focused on the process of learning. It is important to give learners feedback about how their efforts will lead to positive results and how their abilities will develop with determination.

Characteristics of a Fixed Mindset	Characteristics of a Growth Mindset
<ul style="list-style-type: none">• Believes intelligence and talent are fixed• Believes effort is fruitless• Believes failures define who they are• Hides flaws• Avoids challenges• Ignores feedback• Views feedback as personal criticism• Feels threatened by other’s success	<ul style="list-style-type: none">• Believes intelligence and talents can be developed• Believes effort is the path to mastery• Believes mistakes are part of learning• Views failure as an opportunity• Believes failures are temporary• Embraces challenges• Welcomes feedback• Views other’s success as inspirational

2. Aims

The feedback children receive regarding learning can make a vital contribution to their motivation and progress. This also provides essential information for assessment and for informing further planning, teaching and learning.

Further to this, quality feedback and marking can

- Show that the work children have completed is valued and they should value their own efforts.
- Boost self-esteem and aspirations through the use of praise and encouragement.
- Assess children's understanding and identify any misconceptions.
- Offer children a clear understanding of what they have achieved, matched to their learning challenge and individual targets.
- Provide a clear view of where children are now in their learning and what their next steps should be.
- Challenge children in two ways: firstly an academic challenge linked to their learning; secondly to aid children in developing a 'determined' approach to learning.
- Provide a basis for assessment and inform individual progress.
- Allow children to support each other's progress through peer assessment.

3. Scope

This policy applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010). The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). This policy supports Article 2, 3, and 28 in particular.

4. In practice

- Staff marking will always be completed in green pen.
- Editing and improving by a child will always be completed in purple pen.
- A consistent approach to marking will be used throughout the school (*see Appendix A for marking codes*).
- All adults in the classroom must follow this policy to ensure consistency and progression.
- Specific time needs to be allocated for children to read, reflect and respond to marking, usually at the beginning of a lesson.
- Marking must be linked to the individual needs of the children
- Peer and self-assessment should be completed with children to give them the opportunity to evaluate and suggest improvements for themselves and others. From Reception to end of KS1 the children are expected to self-assess their own work

(using a 'green, yellow, red' system); in KS2 children are expected to provide a short sentence that recognises the progress they have made and / or their next steps for development (in numeracy, literacy and all other subjects). Teachers will then respond to this, either verbally or in the child's book.

- In literacy marking for extended pieces of writing will inform future planning, and identify children's progress. It is essential that these pieces of writing are quality marked using the full range of marking codes.
- When making a decision about when to highlight an achieved criteria in the back of a book (in particular for numeracy, literacy and science) staff need to ensure that this judgement is based on purely independent work from a pupil and not as a result of editing or improving.
- Staff will need to refer to subject specific 'non-negotiables' for further clarity on how to mark in each subject area (*see Appendix B*).

5. Types of Marking and Feedback

Verbal Feedback (VF)

An adult will talk to the child about their work and the learning that has taken place, focusing on the learning challenge or specific targets. The child should be questioned about aspects of their work where input is required to correct misunderstandings or further extend their learning. The work will then be annotated and marked **VF**.

This type of marking is particularly important in EYFS and KS1 or with SEND children where accessing written comments would be difficult.

Written Feedback

This consists of a single tick when something is correct and a double tick if it links directly to the learning challenge. A dot is used when an answer is incorrect so that the children can edit and improve with a purple pen. This type of marking can also be used by children (monitored by an adult) e.g. to mark a maths test.

Most work will where possible be marked in relation to the learning challenge. This will include next steps in order to achieve a specific target. Some marking will take place with the child, in order to give immediate feedback and allow a response to marking.

In order for the marking to have an impact on learning the children need to be given time to read and act upon suggestions given. Time should be allocated for children to read and respond to any comments made by the teacher. This needs to happen as soon as possible and before moving on to another piece of work, to allow the children to apply new understanding (preferably at the start of the next lesson). This work should be completed in purple pen.

Editing and Improving

Different types of prompts can be used depending upon the type of work/task involved and the ability of the child;

- A reminder prompt (Can you think of a better word than 'said'?)
- A scaffolded prompt (What kind of person was he? Change 'bad' for something more powerful that makes him sound scary.)
- An example prompt (Try one of these words or a word of your own instead of....)

Growth Mindset Examples

When they struggle despite strong effort:

- You might be struggling, but you are making progress. I can see your growth (in these places).
- Look at how much progress you made on this. Do you remember how much more challenging this was (yesterday/last week/last year)?
- You can do it – it's tough, but you can; let's break it down into steps.

When they struggle and need help with strategies:

- Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem/calculation.
- Describe your process for completing this task.
- What parts were difficult for you? Let's look at them.
- I can see a difference in this work from before, you have really progressed.
- I am very proud of you for not giving up, look what you've achieved...

When they succeed and are ready for the next challenge:

- I want you to remember for a moment how challenging this was when you began, look how far you've come...
- It's exciting to see the difference in your work now when I compare it to your earlier work...
- You're ready for something more difficult, which skill would you like to focus on next?

6. How can children evaluate their own learning?

Each lesson has a learning challenge (LC) clearly displayed, which is shared by teachers at the beginning of the lesson.

Self-Assessment

1. In Key Stage 1 children should colour in a box or smiley face which relates to their LC in Red, Yellow or Green at the end of their piece of work.
2. In Key Stage 2 children should use a coloured pencil at the end of the piece of work (R/Y/G) assessing themselves against the LO. They are also expected to write a sentence to self-assess a completed piece of work to recognise their own progress.

Peer Assessment

As children progress through school they should be given opportunities to evaluate each other's work in any subject;

- Children need to be shown how to do this and have the opportunity to practice through modelling (e.g. using legible cursive script, or a dictionary to check spellings, so that feedback can be read and is beneficial).
- Children should be given clear guidelines for how to carry out this assessment.
- Pairings/groupings should be chosen carefully and they should be encouraged to participate in a dialogue.

7. Presentation

It is very important to ensure consistency towards presentation of work across the school. Staff should focus on the following guidelines to ensure this consistency, taking into account age and ability of children where necessary.

Children will write in pencil until they demonstrate sufficient cursive ability to write fluently and legibly, at which point they can use a handwriting pen (as supplied by the school).

Work should have a date and title and lesson objective, which should be underlined, using a ruler. As a priority, children should be encouraged to write the date and titles themselves, though where necessary, teachers may do this or use other methods such as date stamps or sticky labels with titles printed on.

Early Years foundation stage (EYFS) and Key Stage 1

Children should be encouraged to write from the left hand edge of the page, or margin, though EYFS does allow for more freedom when first exploring letter shapes and formation.

Key Stage Two

All pupils will be taught to use the cursive handwriting style. Modelling of appropriate presentation and handwriting style should also be evident in adult's marking.

8. Praise and Encouragement

As well as the encouragement offered by the above system, staff can make use of stickers and stamps to reward effort and achievement alongside positive comments and feedback.

Appendix A

Marking Codes

R/Y/G	Green = Learning Objective Achieved Yellow = Some progress made against Learning Objective Red = No progress made against Learning Objective
CL	Missing or incorrectly placed capital letter, with a CL in a box in the margin
Punctuation Mark in a box	Missing or incorrectly placed punctuation mark in a box in the margin
Word Double Underlined using a ruler	Spelling Error (These should be selected from targeted spellings linked to national curriculum expectations and Read, Write, Inc.)
Word or Sentence underlined with a squiggly line and ?	Does this make sense?
//	New Paragraph
^	Omission Mark for a missing word or phrase
G in a box	Grammatical Error
Single tick	An excellent sentence or answer
Double tick	An excellent answer that refers directly to the learning challenge

Additional Codes

VF	Verbal Feedback Given
I	Independent Work
W/C	Whole Class

- Adults will place their initials next to marking comments, as well as giving the date and a Red / Yellow / Green assessment, e.g.

G RG 20.07.17

Appendix B

Subject Specific Non-Negotiables

NON NEGOTIABLES IN NUMERACY

ESSENTIALS

1. Work in **pencil** and use a **ruler** at all times.
2. Have a **Learning Challenge** linked to the stage children are on and the next stage up to promote more rapid progress for higher attainers.
3. **Self-assessment** for **each** lesson.
4. Short date **always** used, i.e. 10.08.2016 – this must be underlined.
5. **More independent** work than worksheets.
6. Feedback given in **green pen** linked to LC. No 'well done' but linking in to the school's core Christian values to build up confidence and explaining how to improve with a challenge (using cursive script handwriting).
7. Children to **self-assess** at end of each lesson with opportunities once a week for peer assessment.
8. **Purple** pen used **daily** for corrections.
9. **Weekly challenges as a minimum** – linked to LC and completed in **purple** pen.
10. **Recording during a lesson in three distinct sections:**
 - Application of skills in a number context (e.g. column method practice for addition)
 - A challenge based on the skill used (e.g. using column method to add 3 amounts)
 - A reasoning / word problem activity taken from White Rose

Termly scrutinies will monitor how each class is performing against these criteria.

NON NEGOTIABLES IN WRITING

ESSENTIALS

1. **Daily handwriting** sessions (no longer than 15 minutes) to improve standards of presentation and to embed cursive writing skills.
2. Children to gain their **handwriting pens** from **Mr Lees** – opportunities available for this half termly – children must come to his class and bring their books with them, topic as well as literacy.
3. The **long date** should be included for all pieces of writing e.g. Thursday 10th August 2018.
4. A **title** and **learning challenging** linked to the children's stage must be used each lesson.
5. The learning challenge must target gaps in understanding and be chosen to promote **rapid progress**.
6. The date and title must be **underlined** using a ruler.
7. Opportunities **once a week** must be made for the children to produce a piece of **extended writing** (preferably a Thursday or Friday).
8. **Personalized** success ladders must be given for **all** extended pieces of writing.
9. Success ladders must have an area for **children to self-assess** as well as the teacher / TA marking the work to also assess.
10. Children to **self-assess** at end of each lesson with opportunities once a week for peer assessment.
11. Marking **must** be kept up to date and completed in **green** pen. Marking must reflect the school's core Christian values – focusing on building up confidence as well as giving a **challenge**.
12. Marking to be more detailed for extended pieces, but should always refer back to the learning challenge.
13. **Purple pen** to be used for editing and improving by the children on a **daily** basis.
14. **Staff to work with a targeted focus group during the independent task**. Teachers need to have an understanding of the progress of ALL groups within the classroom over the week.
15. **Ensure marking for extended writing informs future teaching**, for example: if you recognize children have not understood persuasive language in a persuasive letter, lessons after the extended piece of writing should focus on these identified targets. This must also be seen through planning.

Termly scrutinies will monitor the performance of each class against these criteria.

NON NEGOTIABLES IN SCIENCE

ESSENTIALS

1. Work to be completed in **Science** books or in Big Book.
2. Children to use pencil at all times for drawing (e.g. diagrams and observations) and a handwriting pen (if they have been awarded one) for the writing.
3. The **short date** should be included for all science work e.g. 10.08.2016.
4. A **title** and **learning challenging** linked to the stage the children should be on must be used each lesson.
5. The date and title must be **underlined** using a ruler.
6. **Science assessment grids** for the stage connected to that year group must be displayed in the back of each child's book and regularly updated.
7. **Children to self-assess** at the end of each lesson as well as the teacher / TA marking the work to also assess.
8. Marking **must** be kept up to date and completed in **green** pen.
9. Marking must reflect the school's core Christian values building up confidence and giving the children the opportunity to correct misconceptions and complete challenges.
10. **Purple pen** to be used for misconception correction and to complete challenges.
11. **All staff to move around groups**. Teachers need to have an understanding of the progress of ALL groups within the classroom.
12. **Minimum** of one investigation or science experiment each half term. Must be set out in an organized way.

NON NEGOTIABLES IN RE & TOPIC

ESSENTIALS

1. Evidence of a range of learning activities and opportunities to develop writing skills within some activities.
2. Work should be challenging to suit year group and cohort ability.
3. Children to use pencil at all times for drawing (e.g. diagrams and observations) and a handwriting pen (if they have been awarded one) for the writing.
4. The **long date** should be included for all topic work e.g. Monday 6th March 2019.
5. A **title** and **learning challenging** linked to the curriculum area must be used each lesson.
6. The date and title must be **underlined** using a ruler.
7. Evidence of baseline assessment should be evident at the beginning of **every** topic.
8. Opportunities for some self / peer assessment at the end of some lessons as well as the teacher / TA marking the work to also assess.
9. Marking **must** be kept up to date and completed in **green** pen.
10. Marking must give the children the opportunity to correct misconceptions and challenge the children.
11. **At least** one piece of work in topic **quality marked once every two weeks**.
12. **Purple pen** to be used for misconception correction.

Termly scrutinies will monitor the performance of each class against these criteria.