



## Hapton CE/Methodist Primary School

### **Marking and Feedback Policy**

I lift my eyes to the hills - where does my help come from? My help comes from the Lord, the Maker of heaven and earth. Psalms 121 v 1-2.

#### **Mission Statement:**

We provide a vibrant, caring, Christian environment with a happy, friendly and calm atmosphere in which children and staff can live and work together. We always aim for standards of excellence in teaching, learning and caring for each other.

#### **Aims**

- To complement the Teaching and Learning policy at Hapton CE/Methodist Primary School to maximise the full learning potential of all our pupils
- To lead improvement in pupils' understanding and work
- To enable teachers to make judgements about pupil attainment against age related expectations

#### **Principles**

- All adults working with children should where possible give feedback on their learning
- The manner in which verbal feedback is given should reflect the positive, but rigorous, learning culture of the school
- Feedback may be written and/or verbal
- It may be immediate or reflective (i.e. working with the child or marked away from the child)
- Marking and verbal feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- Feedback and marking should predominately focus on the learning objective and success criteria. However, spelling, grammar and presentation should also be identified.
- It should also take into account children's targets and their progress towards these
- Feedback will promote high expectations and engagement in learning

#### **Feedback and 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 (e.g. 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 and over time.
- Effective self and peer assessment allows pupils 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**

### Approaches:

- Live marking – on the spot marking and feedback
- Oral feedback – given by an adult in the presence of the child or group of children. This may happen whilst the pupils are working or after the learning has taken place. A record of this **could take** any of the following forms;
  - o Annotated notes on plans
  - o One sheet marking
  - o Symbols on pupils' work (see Appendix A)
- On the spot feedback – this is completed orally
- Self-assessment and evaluation – children are given the 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). Pupils should be encouraged to continually look to improve their work and learning.
- Peer assessment and evaluation – when appropriate, children are given the opportunity to work with other children to assess and evaluate their own, and others' learning, and to make suggestions for improvement

### Prompts

#### Closing the gap prompts:

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

#### Expectations:

- Each piece of work will be acknowledged by an adult or peer and feedback (often immediate and verbal) given
- Staff will record using the one sheet marking frame
- All work will be assessed by the next lesson in that particular subject
- Any comments that are written will be positive

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In Maths:

- Correct answers will be indicated/highlighted by the teacher or children
- Incorrect attempts and misconceptions will be dealt with by the teacher with the child as soon as possible (during the lesson if practical)

In other areas of learning:

- Feedback and marking needs to acknowledge progress towards the learning objective
- When writing has taken place, spellings and grammar should be highlighted for corrections. Children will be asked to correct no more than 3 misspelt words, writing the spelling 3 times underneath their work.

### **Assessment**

All Year groups:

- Marking is recorded on a sheet and this is a working document, used by the teacher and the teaching assistant

Self and paired marking:

- Children should self-evaluate whenever possible. Children can identify their own successes and look for improvement points once the system is established. The plenary can then focus on this process as a way of analysing learning

One sheet marking (by adults):

- Adults will use one sheet marking to evaluate pupils work. Misconceptions will be addressed and children who are struggling will be identified and learning followed up through intervention as soon as possible after or during the lesson. Actions will be recorded and inform future planning and teaching

Responsibilities:

- It is the responsibility of the Class teacher to ensure that all class work and homework is assessed regularly in accordance with this policy.
- It is the responsibility of the SLT to monitor the consistent use of this policy throughout school and feedback to the Head teacher and staff.
- The Head teacher will also inspect the quality of marking when she gathers in samples of children's work to monitor standards of teaching and learning.

### **Self & Peer Evaluation Prompts**

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them: I liked....

I learned...

I think I will...

I never knew...

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I discovered...

I was surprised...

I still wonder...

I have learnt...

Next time I could...

I now know...

I found..... difficult because.....

I solved..... by.....

The best example of ..... is .....

I like the way you.....

..... is effective because.....

You could make your work better by .....

Have you thought about.....

If we look at the success criteria we can see.....

Next time you could.....

### **Peer Marking-Needs to be taught!**

- Agree rules: respect, listen...
- Explain and model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare and contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes

### **Peer Marking Agreement**

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- Respect our partner's work because they have done their best and so their work should be valued
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- Tell our partner the good things we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work
- Look for a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions positive and as clear as possible.

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- Get our partner to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

**Review:** September 2020

## **Appendix A- marking codes**

**DUMTUMS**- Date, Underline, Miss a line, Title, Underline, Miss a line & Start)

**VF** – verbal feedback. There has been verbal dialogue about the work between the child and the teacher

**I** – independent work completed by the child

**S** – support given

**G** – guided group work

**NS** – next step

**?** – question asked (check understanding and any misconceptions addressed)

Stamps and stickers will be used to encourage, acknowledge good work and learning objectives

Any written feedback has to be written in a consistent colour of pen (red is not to be used).