



*Kirkstall St Stephen's
C of E (VA) Primary School*

*Marking, Feedback &
Consistency Policy*

September~2018

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Marking, Feedback & Consistency Policy

CONTENTS

Our Mission Statement

Our Vision

Our Ethos Statement

Rationale

Objectives

Policy Principles

Equal opportunities

Strategies

Involving children and responsive marking

Frequency of marking

Style & Tone of marking

Consistency

Ink Colour

Targets

Spelling

Presentation

Monitoring of Marking & Feedback

Governors

Appendix 1: Marking Code

Rationale

Kirkstall St Stephen's C of E Primary School understands that high quality marking & feedback is an essential part of the teaching and learning cycle. We aim to develop children's independence; their understanding of their strengths and weaknesses and also what they need to do to improve further. Our marking and feedback policy forms part of a whole school strategy devised to improve our standards in teaching & learning and is in line with our assessment policy.

Objectives

- To ensure that all pupils receive quality feedback enabling them to take their learning forwards
- To ensure a consistent high standard across school
- To ensure marking and feedback is meaningful, manageable and motivating to pupils, whilst informing staff
- To raise standards across school

Policy Principles

1. Marking is identified as one of the main forms of assessment and record keeping from Y1-Y6. EYFS use the Early Years Profile.
2. Marking will be made against key learning targets identified in the lesson.
3. A set of common marking symbols is used throughout the school (one for EYFS/KS1 and one for KS2) and is displayed in every classroom/on books (see marking code, appendix 1).
4. Marking takes different forms (e.g. verbal feedback, peer, self) and may be differentiated in the use of language according to age or ability of the children.
5. Marking will give an indication of progress made and future targets/next steps. Feedback on effort, attitude and process will also be given as a letter code (see marking code appendix.1).
6. Individual targets may include processes, attitudes (independence, perseverance) or skills (using a dictionary), which may not be apparent from the finished piece of work.
7. Pupils are increasingly involved in the marking process. This makes them more aware of expectations and progress, helping to set targets, and taking increasing responsibility for checking their work.

8. Wherever possible marking will be positive, but where work is unacceptable it may be returned to the child for repeating (in their own time, i.e. lunch time or at home) or further feedback as appropriate.
9. Marking will support a learning environment in which we learn from mistakes. Children and staff can see progress made over time by referring back to previous learning.
10. Regular monitoring, through work sampling, will look for a consistent whole school approach and provide an opportunity to ensure that there is a clear progression, high expectations and a clear link between the planned learning and the outcomes of the children's work.
11. Through embedding this policy we hope to close the gap between current and desired performance for all pupils, raising standards and attainment by ensuring all pupils achieve their full potential.

Equal Opportunities

All pupils will be provided with feedback on their work and informed on how to move their learning forwards. The teacher will use his/her discretion in deciding the best form of feedback for each individual child (e.g. verbal, written, symbols).

Any children with additional needs will be taken in to consideration to ensure each child can access the information given. Marking should motivate and encourage pupils with SEND by helping to identify small steps of progress. It should assist in the setting of appropriate targets, help in overcoming problems and support the B-squared document for the child.

Marking will not show gender bias. It will acknowledge the strengths, weaknesses and achievements of all our children and in identifying areas of weakness, will support a planned way forward.

Strategies

A variety of teacher assessment strategies are utilised in school to support the more formal routines outlined in this document. In addition to written feedback we use verbal feedback, talking and listening to pupils, observing pupils, providing specific assessment tasks or problems, work sampling, peer marking, self-marking, and moderating.

Marking supports a learning environment in which it is safe to fail and in which we learn from our mistakes. By valuing children's efforts and attempts they may become more aware of the difficulties they

have already overcome. Marking is generally focussed on the learning target. We do not expect children to be perfect. They are developing and orchestrating a range of complex skills which take many years to perfect. However Grammar, punctuation and spelling may also be marked, see page 9 for further details.

Involving Children and Responsive Marking

Children are made aware of the learning targets and success criteria for every lesson. Learning targets (LT) are introduced to pupils in lessons throughout school and are displayed for pupils to refer to and often recorded in books. Success criteria are also discussed but caution is made to ensure pupils are not restricted in their learning by the way in which these are presented. Pupils are encouraged to indicate at the end of a lesson or series of lessons whether they feel they have met the objective by using an assessment arrow next to the LT. This enables staff to respond appropriately in future lessons.

Marking begins with the positive and aims to show the child where they have done well, this may be through words, or the use of the Pink Highlighter (Tickled Pink). It may also indicate a (limited) number of opportunities for improving their work – wishes.

Children are involved in marking by understanding what is expected of them, what progress they are making and taking increasing responsibility for checking and improving their work, time allocated as required in appropriate lessons. Wherever possible for closed tasks, lessons will be structured to enable children to self/peer mark. This will allow the children to understand immediately how they have performed on a given exercise. The teacher will monitor their marking and progress and use this to inform future teaching (through overseeing the process, checking after the lesson- maybe indicated by one large tick at the bottom of the page). Instant feedback has a powerful effect on the learner and can support and motivate learners- along with supporting them in knowing when to ask for help.

Paired marking/response partner work is included within the curriculum for open tasks, to help pupils to develop good editing skills. This is modelled to pupils by pupils on a regular basis. Self-evaluation skills are taught and used (e.g. in plenary sessions or part way through extended tasks- 'what we are looking for') to help children learn more effectively.

A blue highlighter maybe used to indicate where pupils need to revisit an aspect of their work. This may be accompanied by a comment (usually in Autumn term); blue highlighter alone for the pupils to self-identify the issue (Spring term) or rarely used in Summer term- instead leaving just a broader comment at the end

of the work- e.g. check your internal punctuation. This structure develops pupil's independence in their age appropriate skills and helps prepare them for the next phase of education. In EYFS only a pink highlighter will be used and in Y1/2 the blue highlighter will be introduced to pupils over time and used as appropriate.

For continuous errors occurring over time staff will use post it notes which can be transferred from one piece of writing to another to remind pupils to address this target. 'PN' should be recorded on the book as reflective evidence of where post-it note targets have been.

Pin KS2 pupils will be allocated time (at least weekly) for reviewing and responding to teacher marking, extension work should be provided for pupils whose feedback targets can be swiftly met. If work is unacceptable due to lack of effort it should be returned to the child for reworking (3C), making clear the message that we know they are capable of more/better. In KS1 the teacher will feedback this information verbally and provide support/directions of next steps.

Frequency of Marking

The teacher must always be up to date with the performance of their pupils. They must check how the children have progressed against the learning target in each session in order to inform their planning and teaching for the next lesson. Marking will take place as soon as possible after a piece of work is completed; often marking takes place alongside children working on a task.

More detailed marking should be planned for the most significant points in schemes of work, or where significant steps in learning are recorded. Other marking will be less detailed and can be supported by verbal feedback.

Teachers are encouraged to strike a balance between focused marking; where a comment is made and a target set, and general marking; where teachers have just ticked and/or initialled work- often reflecting on the LT. It is recommended that staff focus mark at least six pieces of work per lesson, ensuring all pupils have thorough written feedback each week in English, Maths, Science and Topic work; although the nature of the lessons in their learning sequence does not always make this possible. An extended piece of independent writing should be focused marked and used to inform summative assessment purposes at least once per term.

Style and Tone of Written Comments

Marking is positive wherever possible and indicates the way forward. The extent to which pupils have achieved the learning target is made clear to the child through teacher assessment arrows alongside the LT. Comments are consistent, constructive and informative, and relevant to the child's age and ability. Marking should use the imperative form e.g. 'Next time include full stops at the end of sentences' rather than 'Try to include full stops at the end of sentences or please include full stops at the end of sentences'.

Consistency

1. Dating: Children should date their work with the full date in English, digital date in Mathematics, Science and Topic.
2. Marking by a person other than the regular class teacher should be initialled. Support staff working regularly with groups should also initial alongside indication of support given.
3. Correct or incorrect? We will use ticks to indicate: a. A correct answer (when it can only be right/wrong), incorrect work, e.g. arithmetic, multiple choice questions etc will be marked with a small and neat cross.
4. Ticks may also indicate steps along the way (e.g. in a multistep problem), which are correct. A large tick at the bottom of the page indicates that work has been seen and is appropriate and does not require a more detailed response.
5. Children's responses can be incorrect for a variety of reasons and we will respond appropriately. If a child has misunderstood and is repeating the same mistake (e.g. place value, decomposition) we should re-teach and offer the opportunity for self-correction, this maybe indicated in the book at VF- to show where they have had further input/teaching. Where a mistake indicates developing understanding (e.g. over applying some spelling conventions or putting full stops at end of each line), encouragement and guidance will be given to the child.
6. Where work has been rushed, inappropriately presented, careless or shows the minimum of effort children may be asked to re-present it. In key stage 1 this would be done verbally. In Key Stage 2, this will be marked as a 3C (see appendix 1). This ensures that both staff and children have high expectations of achievement. Please note: as Year 3 is a transition year, they will introduce this in the summer term. Good presentation is rewarded with team points.
7. Staff may also use team points and stickers to reward pupils' work and effort.

Ink Colour

Teachers are asked to mark in green ink whenever possible.

Pupils should write in pencil or in black ink the majority of the time- the exceptions are:

Self-correction is in red pen.

In maths, blue pens are to be used for started/morning work which demonstrate skill

development/revision, this is essential learning but may not fit in with the flow of the main learning target.

In literacy Blue pen work is to be carried out at the back of books.

Targets

Writing Targets are highlighted in the front of the pupil's English books in a format that supports working towards the Assessment Frameworks for their particular year group. A child must demonstrate 3 times they have met the target in order for it to be ruled out and a new target highlighted. This will be reviewed half termly, or sooner should a teacher/pupil believe they have met their target. Pupils with Special Educational Needs are exempt from this and they will have their own targets set based upon their individual needs. Reading Targets are set in a similar way to writing targets.

Maths Targets are supporting the whole school development of multiplication knowledge. Once they have demonstrated they are secure in all multiplication and inverses, their targets are replaced by next steps within regular marking and progress towards them is reviewed by the pupil and the teacher on an ongoing basis.

Phonics/Spelling

Marking of spelling depends on the task and the child, but will usually focus on key words or high frequency words. We encourage self-correction where appropriate, including teaching the skill of dotting underneath questionable spellings whilst writing (so as not to interrupt flow), and then on completion using spelling banks or dictionaries to develop independence and accuracy. We seek a balance between correct spelling and fluent/confident writing, therefore the teacher must use their knowledge of the child to decide how many spellings are highlighted as errors. The teacher must also consider the independence required of the piece of work (i.e. will it be used as independent writing evidence).

Presentation

Appropriate presentation is important and cursive handwriting is taught. Children are always expected to try their best/take pride in their presentation, especially when someone else will read their work. For some children handwriting may form part of their individual target.

Pupil's books should be kept in good order and recovered should they become scruffy. Subject book covers should be used in Reading, English and Mathematics to help ensure consistency and support pupils, parents and visitors in using and understanding our Marking & Feedback Codes.

Monitoring of Marking & Feedback

Implementation of this policy is monitored through work scrutiny carried out by the head teacher, assessment or subject leader as part of the monitoring of their subject. Feedback will be given to staff and filed in the central file in the staff room.

We share good practice in marking and ensure that its main function is to support learning.

In evaluating the effectiveness of our recording systems, we ensure that marking contributes as much as possible to our knowledge of children's learning and the effectiveness of our teaching. Work Scrutiny, Pupil Interviews and Lesson Observations will inform this process.

Governors

The Governors on the Teaching & Learning committee will monitor the effectiveness of this policy.

Staff & Governors will ensure the policy is adhered to and revised as appropriate.

The Governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and in school training. The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET

Appendix 1: Marking & Feedback Code

What do these marks mean?	
Verbal Feedback (VF) + initials	My teacher spoke to me about this work.
Stars 	You've impressed your teacher with this
Wishes 	Could you try this next time?
Spelling Errors Sp. / <u>word</u> / ^	Oops Spelling Mistake! Can you attempt to correct your error yourself?
Tickled Pink	Pink highlighting shows something my teacher is impressed with
Yippee Yellow	Yellow highlighting shows something I think I have done well OR My friends think I have done well (Peer Marking- initial by pupil)
Boost your Blue	You missed something here when you self-edited. Can you correct it in red pen?
Learning Target Assessment Arrows 	 Yes I am confident/ Yes you are confident  I need a bit more time and support/ Yes you need more practise  I need lots more help/ Yes a teacher will help you
Green Pen	Marked by a teacher/support staff
Red Pen	Self or Peer Marked(peer marker to initial)
Blue Pen	Early morning work/intervention/starter activity
Pencil	Focused work: Main lesson
PN	Post-it Note feedback- to be moved pages (use for reoccurring errors)
Key Stage 2: Effort Score 1-3 Presentation Score A-C	1- Outstanding; 2- Good; 3- Requires Improvement A- Outstanding; B- Good; C- Requires Improvement A grade '3C' will be expected to be reworked with improvements made.
I/GW/S	Independent work/ <i>Guided Group</i> work/ <i>Supported</i> work
Wish + Symbol e.g. 	These symbols will relate to a wish created by the teacher. They are differentiated and will be displayed on the board or on given as task cards to be stuck in.
Key Words	What it means
Presentation!	Please improve your presentation. Tip: remember, 1 digit per square
Formation	Remember to form/write your numbers/letters accurately
Assessment?	Remember to self-assess using the appropriate arrow