



## Marking and Feedback policy

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1.0	January 2017	Becky Blamires		Curriculum and Resources Committee Appendix 1: KS1 Marking Code

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## **SOUTHWOOD INFANT SCHOOL MARKING AND FEEDBACK POLICY**

### **Aims**

At Southwood Infant School, our overall aim is to foster a lifelong love of learning through an exciting, enjoyable, challenging and motivating curriculum which places a strong emphasis on developing self-esteem. We firmly believe that every child deserves the very best start in life and have high aspirations for all.

- Our policy for marking supports this by:
- Promoting high standards and positive attitudes to learning.
- Recognising that marking is an integral part of assessing the impact of teaching on progress and attainment.
- Ensuring that marking is purposeful with the aim of moving learning forward and closing gaps through the use of constructive feedback.
- Ensuring a consistent approach to marking throughout the school in terms of frequency, use of codes to indicate support and strategies for offering opportunities for children to practise their skills.
- Valuing work and giving encouragement, recognition and praise for achievement.
- Providing assessment information and informing future planning.
- Enabling children to evaluate their own work and that of their peers.
- Providing ongoing opportunities for self-assessment and setting new targets together with the teacher.
- Teaching children to recognise their strengths and to have a positive attitude to tackling challenging tasks and learning from mistakes.
- Encouraging children to accept help/guidance from others.

At Southwood Infant School, we believe marking should:

- Acknowledge each piece of work.
- Be undertaken as quickly as practicable, where possible with the child.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives, targets and success criteria known to the children in advance.
- Take account of individual ability and effort.
- Be constructive, suggesting ways for the child to re-shape or improve their work or suggesting an alternative strategy to try on the next occasion, e.g., 'Now try this one...'
- Support the child's learning and not overwhelm or discourage them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point. Teachers should use their professional judgement when deciding how many corrections to mark.
- Be consistent across the curriculum, so that a spelling that would be appropriate to correct or model in English work would also be corrected in a piece of recorded science.
- Include a brief constructive comment where appropriate. This comment should be specific to the success criteria / learning objective / current target and content of the work. General comments such as "good" are to be avoided unless qualified with further comment as to why.

- Be written in agreed colours using 'Green for Go' and 'Pink for Think' (i.e. for reinforcement or extension). The 'Pink' comment should only be used where a child is required to respond.
- Identify and comment on threads of learning so that improvements required earlier in a child's book are noticed and commented upon when being achieved subsequently.
- Provide children with the opportunity to assess their own work and that of others.
- Good presentation is expected and may be commented on after the learning intentions have been considered.
- Be consistent across the school and use the codes identified below, ensuring that children are familiar with them.
- Be written legibly by the teacher using script which is appropriate to the writer (print or cursive).
- Be manageable for staff – all pieces will be acknowledged through marking but not every piece will be marked in depth.

### **Effective Marking and Feedback**

Marking and feedback are essential to teaching, learning and assessment in our school. Regular marking and feedback informs teaching and learning, enabling lessons to be adapted and reshaped to meet the needs of all pupils. Children need to be given time to respond to their feedback in order for it to impact on learning. Frequent dialogue with pupils about their learning and next steps should be embedded within the culture of the school.

Self and peer group assessment are important elements of the children taking ownership of their learning, in order to reflect on successes and identify areas for development. At Southwood Infant School, children are given regular opportunities to work with a partner to critique other pupils' work against the success criteria.

Marking is meaningful if it:

- Assists pupils' learning and offers pointers towards improvement
- Corrects misunderstandings
- Acknowledges pupils' efforts and offers the opportunity to celebrate achievement
- Supports the careful assessment of pupils' knowledge and understanding, and indicates the next steps for learning

Marking is important for:

- Pupils' personal and academic development
- Developing self-esteem and motivating pupils
- Encouraging engagement – involvement and commitment to the task
- Developing pupil independence
- Enabling the teacher to plan and deliver the next appropriate stage of learning

### **Marking and Feedback Processes and Procedures**

- Marking should relate to the learning objective.
- All work is marked or responded to promptly so that it can inform planning and pupil's learning.
- All teachers should be marking in the same colour, green for consistency across the school. The WALT (learning objective) will be ticked by teachers in a green pen if it is

achieved. Next steps are marked in pink and purple polishing pens are used by the children to edit their own work. Teachers will initial their marking.

- Teachers follow and use the marking code as a starting point (see below), which is displayed in all classrooms.
- Children are familiar with all the codes and this supports their revising and editing.
- Marking will always begin with a positive comment, identifying the strengths within the work.
- Teachers will identify each child's next step(s) in pink. This will enable the child to further improve the piece of work.
- Next steps marking will be provided as appropriate.
- Next steps marking will be precise and clear in order to move the learning on.
- Children will be given 'response to marking' time, either during morning task time or at the start of a lesson.
- Children will respond to feedback using a 'response to marking' purple polishing pen: this could be revising and editing as well as a response to a teacher's comment.
- Marking will sometimes refer to pupil targets, acknowledging if/when targets have been met or not.
- All pieces of work will be initialled.

### **Marking Codes:**

- S Support
- I Independent work (after initial input). Annotate if it is an 'Assessed Piece'
- CI Child initiated
- VF Verbal feedback given

### **Types of marking:**

#### **Summative marking/feedback**

This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.

This can also be marked by the children, as a class or in groups, e.g., a spelling test.

#### **Verbal Feedback (VF)**

Research has shown that immediate feedback has the greatest impact on closing gaps in learning. Therefore, much of the feedback given to children is more likely to be verbal than written. This is particularly important in the early years and Key Stage 1 where children may be unable to read a written comment.

#### **Formative marking/feedback**

This is used for a more substantial piece of work such as a piece of writing.

Not all pieces of work can be marked in this depth and teachers will use their professional judgement to decide whether work will simply be acknowledged or marked in detail. When marking in this way, teachers highlight examples of where the child has met the learning intention / success criteria whilst identifying an aspect of the work which could be improved.

To support this, they may provide a comment or question which should help the child to 'close the gap' between what they have achieved and what they could have achieved or a question which should offer further challenge or extension.

Teachers may present this feedback using a 'Green for Go' or 'Pink for Think' comment. Where a 'Pink' comment is made, the child will be expected to show that they have responded.

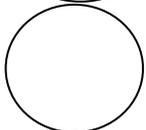
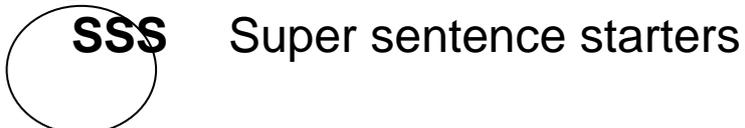
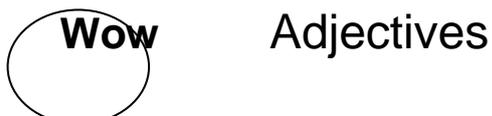
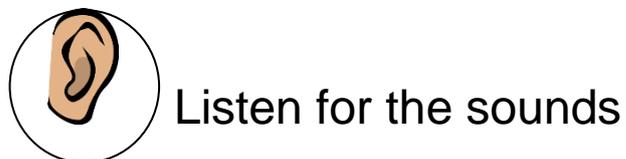
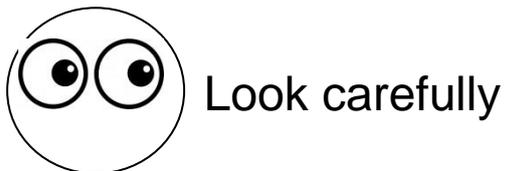
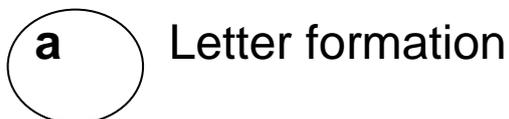
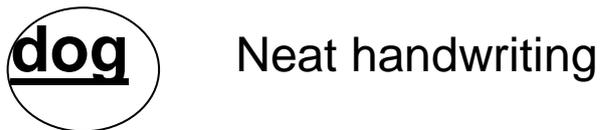
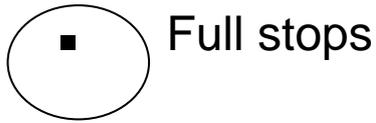
In order for the marking to be formative, the information must be used and acted upon by the children in a timely manner. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested. In depth marking should be carried out at least once a week in maths and English and teachers will use their professional judgements as to how they manage pupil's response. Closing the gap time can be planned into lessons or as a session in itself.

Marking should also highlight how previous foci for improvement have been used by the child in subsequent work thereby identifying threads of improvement.

### **Self-marking**

Where possible, children should self-evaluate by identifying their own successes and areas for improvement using the success criteria set for them. In addition, children may be asked to mark their work in pairs, acting as critical friends. Teachers will identify appropriate strategies for self/paired marking activities according to the nature of the task undertaken.

## Marking Code



## C Connectives/conjunctions

⓪ ~~~~~~ (This doesn't make sense)

⓪ said Change this word

✓✓ Super word, phrase or sentence

⓪ Independent work

⓪ Support (Teacher, TA or another adult)

✓ This is good because...

┌ Next step to improve this piece of work

⓪ Look at your target

⓪ ✓ Good! You have focussed on your target.

NB: All teachers marking will be in Green pens and next steps symbols or feedback in Pink pens. Children will edit their work with Purple polishing pens.