

Marking and Feedback Policy

2015



Introduction.

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at West Melton Primary School.

Rationale.

At West Melton Primary our focus is simple; it is our children's learning.

We strive to provide meaningful experiences that not only give learning a context and wider meaning, but also engage and challenge our children.

Our expectations of every child are high and we expect them to make the best possible progress whatever their background or circumstance.

The critical purpose of feedback and marking is equally simple; it is about:

Moving learning forwards.

This has the key elements of:

- Highlighting and celebrating success
- Supporting improvement
- Identifying next steps in learning

This rationale must be clearly understood and applied for feedback and marking to be truly effective. Feedback and marking is not about justifying oneself professionally, or the school, to parents, governors, County or Ofsted with copious and technical comments.

High quality feedback and marking will be self-evident in its purpose and in its outcomes.

Principles of Effective Marking.

Effective marking should:

- Be positive, motivating and constructive for children.
- Be at the child's level of comprehension.
- Not penalise children's attempts to expand their vocabulary.
- Be written in handwriting that is legible and a model for the child using the Martin Harvey handwriting scheme.
- Allow specific time for the children to read, reflect and respond to marking.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Involve children in the same process (whether oral or written,) to ensure equity across subjects and abilities.
- Provide information for the teacher on the success of the teaching.
- Be consistently followed by teachers and TAs across the school.
- Be manageable for staff.

What does it look like?

'The most powerful single moderator that enhances achievement is feedback...this does not mean using many tests and providing over-prescriptive directions, it means providing information how and why the child understands and misunderstands, and what directions the student must take to improve' (Hattie 1992:4)

All work will take place on double page spreads to allow for marking to take place either under or on adjacent (to the left) page. The blank page is to be used by children to practice spellings, improve letter formation, rehearse a sentence or do mental jottings in maths. The adult can use this page to give immediate feedback and ask children to rehearse something immediately to allow progression and improvements within the lesson.

Green for growth pen.

This pen is used by adults to provide the child with a 'mission'. This may be an improvement to their existing piece of work or a 'feed-forward' comment for their next piece of work.

'Green for growth' comments should:

- support children in their learning journey;
- be individual and differentiated;
- be clear and simple;
- be achievable.

Targets should not be:

- "Remember to underline the date"
- "Next will be..."
- "Check you work"

There are typically 3 types of growth comments (Clarke, 2008)

• **Moving on (extension) comments:**

If a child has demonstrated a clear understanding of the objective, use a detailed comment to extend their learning.

Well done. Can you add a 6th step to further improve your cartoon?

• **Modelling (scaffolding) comments**

If a child has shown some understanding of the objective but needs support, use a detailed comment to partially model the objective or to ask the pupil to complete further questions based on the objective.

Check step 3. Can you spot your mistake? Improve it using the purple pen.

• **Demonstration comments**

If the child is unclear about the objective use a detailed comment to fully model the objective. The pupil could then be asked to complete a further question based on the objective.

You are not quite there yet. Copy this part of the drawing carefully.

Time must be given for a child to act on the 'green for growth' comment and this must be evidenced in their workbook using the purple pen. Children should be discouraged from rubbing out an answer to correct it, as this looks as though the marking is incorrect.

For children with SEND, adult support may be needed to read the marking and act upon the comments.

All teachers needs to skim read work before secretarial marking to allow for main spellings to be marked and not all. (See spelling specific guidance)

Green for growth pens also need to be used when an adult is secretarial marking a child's work. This shows the child that the mistakes are an area for growth and can be learnt from. A child needs to then return to these in their purple pen.

A symbol needs to be clearly used to show who has marked the work.

T Teacher

TA Teaching assistant

HLTA Higher level Teaching assistant

S Marked by an adult covering the class

Purple editing pen:

This can be used by children to edit or secretarial mark their own work. The purple pen also needs to be used by children when they are responding to the 'green for growth' missions. Time needs to be planned into morning work to allow opportunities for responding to missions. Time can also be given in plenaries for children to edit their work before it is collected.

Spelling.

A child should be commended for producing phonically plausible word attempts or using standardised rules, even when misapplied.

Not all spelling mistakes will necessarily be identified. Teachers may pick out only key words which the child should know or which have been the focus for teaching during that session. Three spellings should be chosen to be focused on for practice. These may be spellings that are repeated errors throughout the work or specific spellings that are a learning target for the child. These spellings will then be expected to be seen spelt correctly in future pieces of work. If they are still errors then additional work will be put in to support this and the child's effort grades will be marked down.

The correct spelling should not be given to children in y2 and above, children should be encouraged to find the correct spelling using key word lists, class displays or dictionaries. In Foundation Stage and Year 1 children will be given the correct spelling to rehearse.

Other correction issues.

- For redraft and display purposes, children's work may be redrafted, spell-checked and amended to produce a 'final' copy but there would normally be an earlier draft available.
- A strong emphasis should be placed on appropriate presentation and correct or appropriate phonetic spelling in work which is used for display or correct and appropriate mathematical method and strategy with numbers formed accurately.
- Rubbing out should be strongly discouraged. The 'mistake' is important evidence of a child's learning process and should be valued. Where a child makes a 'mistake', the self-correction should be written next to the original error and the error crossed through using a single line.

Wherever success and improvement comments are shared, either after or during the lesson, learning time must also be given for children to reflect, act or respond to them - this is crucial to actually moving learning forwards over time.

- Feedback may be spontaneous, but more likely will require careful and considered planning to fully integrate it within high quality class practice.
- Mini-plenary or learning reviews may be used during the lesson.
- Introductions to or plenaries of lessons may be planned to allow time for children to read, discuss or make improvement suggestions and act on the, this will be particularly useful in Up-staging during BIG WRITE sessions.
- Morning work time is planned for correcting, improving and following up on work.

Descriptive feedback.

Descriptive praise is a powerful tool and at West Melton Primary we use it to encourage children to do their best and put in full effort. When a child is seen doing something well they will be given descriptive praise. Descriptive praise

requires the adult to describe exactly what the child has done well and how they or someone else will benefit from the action.

- You sat still for the whole activity. That made it much easier for the other children to include you.
- I saw that you didn't give in for the entire problem. That kind of resilience encourages the rest of your table to work hard to get the answer too.

Effort grades:

At West Melton Primary we value effort in all areas of the curriculum. We aim for children to realise that they alone are responsible for the effort that they put into their work and that they know how they can improve the effort they put in. Effort grades will be given to children for any independent piece of work that they complete. These effort grades are consistently used and displayed in all rooms.

Have you put in the effort to be a green learner?

Effort Level	What I am doing.
Effort 1 (E1) 	I am working as hard as hard as I possibly can. I am working as hard as I do when I am doing my hobbies.

Effort 2 (E2)	I am trying very hard and pushing myself to be better. It is not quite my very best but not far off it.
Effort 3 (E3)	I am trying hard when working but not as hard as I do in other subjects. I am taking some pride in my work.
Effort 4 (E4) 	I have taken part in learning activities and I do what I am expected to do by my teacher. I do no not do any more than what I need to do in class or for homework. I use the minimum amount of effort to get by.
Effort 5 (E5)	I have made some effort but only because I had to. I needed lots of reminders to get on with my learning.
Effort 6 (E6) 	I have made very little effort in my learning. I wasn't organised or listening and I made no progress.
Effort 7 (E7) 	I have made no effort in my learning. My attitude was poor and I disrupted the learning of others.

Symbol	What It Means	What You Need To Do
√ & 😊	You have given a correct/good answer. You have made a good effort.	Tell yourself 'Well Done'

X & ⊗	Oops! Your answer is wrong	Correct your mistakes/ Do your work again. In your purple pen.
—	This word is not spelt correctly	Find the correct spelling. Write the correct word 3 times on your practice page and correct in your purple pen.
○	You have missed out the punctuation in this sentence	Put in the missing punctuation in your purple pen.
○	You have missed the capital letter	Put in the capital letter in your purple pen.
VF	You have been given verbal feedback about your work.	Follow the advice given or congratulate yourself!
Green for Growth comment	You will be given a mission to complete. This mission will help you to make progress in your learning.	Complete the mission you have been given in your purple pen.
E1-9	You will be given an effort grade for all your independent learning.	Be honest and always try to be the best you can be. Improve your effort in your next piece of work.