

# Marking & Feedback Guidelines



## **GUIDELINES FOR MARKING AND FEEDBACK**

The aim of these guidelines is to support consistency in marking which is an essential tool in helping pupils improve.

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupil's work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to improvements in standards in their work.

### **Rationale**

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve.

### **Aims**

That marking is an integral part of assessment procedures.

To ensure a consistent approach to marking procedures throughout school.

For all staff to recognise that marking and feedback are essential elements in helping pupils improve.

### **EFFECTIVE MARKING SHOULD:**

Provide clear feedback to pupils about strengths and weaknesses.

Identify where improvements can be made.

Encourage and empower pupils to take action to improve their performance.

Recognise, encourage and reward pupils' efforts and progress.

Provide a record of pupils' progress.

Help parents understand strengths and weaknesses in their child's work.

### **KEY OBJECTIVES**

Involving children with their teachers in defining success criteria linked to the learning objective.

Encouraging children to evaluate and improve their own work during a learning activity/the lesson, making effective use of successful criteria.

Ensuring time is planned for teachers and peers to review progress against success criteria and provide oral feedback to children.

Encouraging children to act on written/oral feedback from teachers and peers.

Enabling children to articulate their success in relation to the curricular and learning Targets.

## **CONSIDERATIONS WHEN MARKING CHILDREN'S WORK:**

Are comments to form the basis for discussion between teacher and pupil ?

Are pupils expected to read the comments?

Are comments to inform future work?

Are comments to correct or improve an existing piece of work?

## **TYPES OF FEEDBACK**

Feedback on learning is ongoing and can be either oral or written, and can take many forms. It can be:

Teacher in conference with individual children.

Making improvements with children during guided group sessions.

Quality marking by child or children together.

Acknowledgement marking.

Wrong or right (eg spelling).

Quality distance marking by teacher with links to lesson's objectives.

Use of 'Closing the Gap' marking (Appendix 1 )

## **COMMENTS ON CHILDREN'S WORK SHOULD:**

Relate to planned learning objectives.

Be legible and clear in meaning.

Recognise pupils' achievements.

Occasionally indicate the next steps in pupils' learning.

## **SHARING LEARNING OBJECTIVES AND SUCCESS CRITERIA**

Learning objectives and success criteria provides the focus for feedback from teachers and other children, and for children's self-evaluation.

There are two elements of sharing learning objectives:

Making improvements with children during guided group sessions.

Learning objectives and success criteria shared for individual lessons.

Developing success criteria with children leads to children and teachers being more focused on the learning rather than on the activity and enables children to become more self-evaluative.

### **Steps to Success can be shared in different ways, for example:**

Just before the children start to work, ask 'S what do you need to remember to do in order to ..... (achieve the learning objective)? Their responses are written up and used by the children as criteria for their focus, self-evaluation and feedback in Extended writing.

The Steps to Success are gathered and written up during the teaching part of the lesson. (These could be used as a checklist for ongoing discussions with children to involve them in their own learning.)

The Steps to Success are pre-printed and presented in books and/or displayed on the IWB. (These could be turned into questions children can ask themselves to prompt self-evaluation.)

### **CHARACTERISTICS OF EFFECTIVE FEEDBACK:**

Feedback is more effective if it focuses on the learning intention of the task and is given regularly while still relevant.

Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work

Suggestions for improvement should act as 'scaffolding', ie pupils should be given as much help as they need to use their knowledge. They should not be given the solutions as soon as they get stuck and should learn to think things through for themselves.

Pupils should be helped to find alternative solutions if simply repeating an explanation continues to lead to failure.

Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.

The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.

Pupils need to have the skills to ask for help and the ethos of the school should encourage them to do so.

### **PROFESSIONAL JUDGEMENT**

Marking, including corrections should support the child's learning and it should be remembered that too many may overwhelm and demoralise the pupil. The ability of the individual and the effort they may have put into a piece of work will always need to be taken into account when marking. Teachers must use their professional judgement when deciding how many corrections to mark.

## **MARKING PROCEDURES**

Green pens are to be used by teachers or teaching assistants.

Pencils should be used in peer marking (PM) or self marking (SM)

As far as possible, marking will be done daily or when a piece of work is completed.

Teachers will use feedback from marking to inform future targets and planning.

The 'Writing Toolkit' may be highlighted, particularly extended pieces of writing as follows; pink for 'Think pink' and green for 'Seen green'.

Marking will be related, wherever possible to a clear learning objective, which has been shared with the children. Therefore, incorrect spellings will not always be corrected unless they are common misspellings or specific spellings/words with specific spelling patterns from the relevant National Curriculum word lists.

A high standard of presentation is expected and may be marked.

Marking will celebrate success wherever possible to raise self-esteem and encourage all children to work to their full potential.

Some work may be graded or levelled in a way clearly understood by pupils.

Appropriate comments or prompt questions will be written in a language that the child understands (this may assume having comments read to them for non-readers).

## **Mathematics**

A tick (✓) will denote a correct answer.

A dot (•) or will denote an incorrect answer or it may be underlined.

If an incorrect answer has been corrected a tick with a small c on its tail will be recorded (✓c).

Incorrect number formation will be corrected and practised by the pupil under their work.

Comments if applicable will be recorded at the end of the piece of work/page.

Any 'next steps' will be recorded in pink and may be written inside a 'bubble' or 'cloud'.

## **ENGLISH**

A tick ( ✓ ) may be used to denote that a piece of work has been completed successfully.

An incorrect spelling of significance will be underlined and 'sp' will be placed in the margin.

An incorrect spelling of high significance should be corrected 3x at the bottom of a piece of work and correctly recorded in the child's personal spelling log.

Incorrect letter formation will be corrected by the teacher and practised by the pupil under their work.

A word which is omitted is recorded by an omission sign (^).

A punctuation error will be recorded by circle (o).

If a new paragraph is needed this will be demarcated by 2 diagonal lines (//).

## **FOUNDATION SUBJECTS**

Literacy marking procedures will be followed where applicable.

The emphasis however will be the learning objective for that particular subject, unless it is cross-curricular writing where reference to the 'Writing Toolkit' will be made.

All foundation subjects where written recording is involved will be marked.

Not every piece of work will be marked in detail, but will always be acknowledged with a tick or stamper.

## **GENERAL**

All pieces of work will be dated date and month ( not day) in full for all subjects except Mathematics, Computing and Art where a short numerical date should be used.

If a teacher is marking work for another class it must be initialled by that teacher.

If a supply teacher has marked the work, the supply teacher must initial the work and record an 'S' or 'Supply' on the work. If a Cover Supervisor has marked the work, they must initial the work and record an 'CS' on the work.

Any support and help should be indicated on the work

- TA - TA support/TA Guided Group
- FG - Teacher focus group
- I - Independent /Unaided
- P - Paired activity
- GW - Group Work
- PM - Peer Marked
- SM - Self Marked
- 1:1 - One to one work
- Flex - Flexible Group

Teachers will identify in daily plans their focus groups. Teachers will mark at least one piece of English and Maths work in detail each week. Other English and Maths work will be acknowledged with a tick, acknowledgement comment etc.

Exceptionally good work may be shown to the Headteacher and a sticker awarded.

## **SUCCESS CRITERIA**

We know our Policy is working if :

A consistent approach is being used for **all** pupils in **all** year groups throughout the school.

Marking informs future planning of class teachers.

Pupils acknowledge targets or 'next steps' and work towards achieving them.

## **MONITORING AND EVALUATION**

Monitoring and evaluating the implementation of these guidelines and the quality of teachers' marking will be the responsibility of the Senior Subject Leaders.

This will primarily be by sampling marked work. Feedback will be given during staff meetings or with individual members of staff. The Standards and Curriculum Committee will be consulted on any amendments to the policy on an annual basis.

Policy Review: Autumn 2016

Future Review: Autumn 2017

## Appendix 1

### **CLOSING THE GAP' MARKING—'Fix it'**

As a school we are committed to the principle that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). The use of 'closing the gap' marking will become a feature of all teachers' daily assessment practice.

#### **What is it?**

Marking which gives feedback to the child linked to the learning objectives.

It indicates success and improvement needs.

#### **What are the distinctive features**

It is not general (for example: some good work here, improve these sentences, check this).

It is specific (for example: improve sentences using noun phrases such as old features, thin blue lips, grating voice; check the final total).

It focuses on improvement as well as correction.

#### **How does it work?**

The teacher marks work indicating things done well; and

Adds a prompt, linked to steps to success based on the learning objective.

The child responds to the prompt (the next day if possible).

This re-focuses the child on the learning objective and further improved/corrects the work.

#### **What sort of prompts might be used in English?**

A reminder: 'Say more about the character.'

A scaffold prompt:

E.g. A question: 'Can you describe how this character is a good friend?'

E.g. A directive: 'Describe something that happened that shows a good thing that the character did.'

E.g. An unfinished sentence: 'He showed me he was a good friend when he...'

E.g. An example prompt: 'Can you add something like - He is a good friend because he always tries to help.'



### **What sort of prompts might be used in Mathematics?**

A reminder: 'Say more about how you know these shapes are regular .....)

A scaffold prompt:

E.g. A question: 'What do regular shapes have in common?'

E.g. A directive: 'Describe what makes these shapes regular.'

E.g. An unfinished sentence: 'I know all these shapes are regular because all sides of each shape are .....'

E.g. An example prompt: 'All sides of regular shapes are equal & so are their ...'

### **When do children respond to comments?**

Teachers have found that giving children five minutes response time is usually sufficient. This could be:

At the beginning of the morning or afternoon.

At the beginning of an English or Mathematics session.

In a designated weekly slot.

### **What are the advantages?**

It gives children the opportunity to return to a piece of work capitalising on their ability to develop.

It is very specific and gives a particular focus rather than a general instruction to redraft, so that children are motivated to complete the task.

It raises self-esteem as a piece of work is improved this time rather than making a recommendation for next time.

### **How can it be introduced?**

Teachers tell the class they are changing the way they mark their work to help them to make even more progress.

They introduce to the whole class, with a piece of work on IWB or OHT demonstrating what will happen.

Check that everyone understands what a 'closing the gap' prompt demands.

Before writing a 'closing the gap' prompt, read the work all the way through to ensure the most appropriate comment is made.

If three highlights cannot be found, face-to-face discussion may be necessary - perhaps the work was not well pitched, not enough was completed in the time allowed or distance marking is inappropriate.

If the improvement is not an improvement, consider the appropriateness of the prompt and the task.

### **What impact can it have on children**

Increased self esteem through visible improvements.

Children like the system and are keen to make improvements.

Children are eager to look at their marked work and enjoy looking back at comments.

Children's writing improves as well as the quality of their oral comments about their work.

Children find it more useful than previous marking.

Children keep looking up at success criteria when they know work will be marked in this way.

Children make better connections between their work and the learning objectives.

By focusing on one thing at a time children improve their repertoire of skills.

### **What impact can it have on teachers?**

Consistently applied, it is one of the most useful of the formative assessment strategies in enabling teachers to see tangible results.

The quality of the child's improvement depends on the quality of the 'closing the gap' comment.

There is a purpose in marking, so teachers feel confident, and satisfied about spending time on it.

It refocuses the teacher on learning objectives of the task.

Looking for the three highlights can help teachers to break down learning objectives and make planning clearer.