

# Shipbourne School



## Marking and Feedback Policy March 2016

### Nurturing life-long learners

Shipbourne School is a family. It is a place of nurture and understanding, strength and resolve where children can achieve their dreams, and conquer their fears, with the support of those about them.

Our aim is to offer a broad and varied curriculum in a happy environment which fosters cheerful, well-motivated and interested children who have not only confidence in their own ability, but also a considerate awareness of their peers.

We endeavour:

- to provide a sound educational foundation relevant to our technological society.
- to create in each child a thirst for knowledge, a joy in learning and a sense of achievement across the curriculum.
- to inspire children to have ambition to succeed in the skills of literacy and numeracy and to stimulate their curiosity and imagination in all areas of the curriculum.

### RATIONALE

This policy reflects the school's values and philosophy in relation to giving children feedback about and marking their written work. The policy is a working document, which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school, practice is consistent and in line with the policies on Teaching and Learning, Positive Behaviour, SEND and our Single Equality Scheme.

### AUDIENCE

This policy is for all teaching staff, supply teachers and teaching assistants who are involved in marking and feedback of any kind. It is also to inform parents of assessment for learning practices, how children are involved in their own learning and how written work is marked.

### AIMS OF THIS POLICY

All teachers at Shipbourne School have consistently high expectations of all pupils. They plan interesting and exciting activities that motivate and enthuse pupils well. They carefully plan activities that are set at the right level for the pupils in their classes, even if in different year groups. The clear improvements made in the teaching of literacy, reading and mathematics ensure that most pupils are making good overall progress. Marking and feedback for learning are clear, although some pupils are not aware of how they respond to improve their learning in their writing. This is an area for improvement for the school.

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### PURPOSE OF MARKING AND FEEDBACK

**The characteristics of assessment that promote learning:**

- It is embedded in a view of teaching and learning, of which it is an essential part;
- It involves sharing learning goals with pupils;
- It aims to help pupils to know and to recognise the standards they are aiming for;
- It involves pupils in self-assessment;
- It provides feedback which leads to pupils recognising their next steps and how to take them;
- It is underpinned by confidence that every student can improve;
- It involves both teachers and pupils reviewing and reflecting on assessment data.

**(Inside The Black Box 1999 Black and William)**

## Through ongoing and accurate feedback we aim:

- To raise standards;
- To ensure whole school consistency of feedback and marking;
- To ensure that feedback is effective and that work is quality marked;
- To assess where the pupil is and to move him/her on to the next step in learning;
- To actively involve the children in their learning;
- To give children the skills to evaluate their own work;
- To raise pupil self-esteem and celebrate success;
- To ensure a manageable system enabling focus on particular groups;
- To inform parents.

Marking is a waste of time if it has no impact. Marking should praise, but also give guidance, consolidation and challenge. It may help to think of next steps marking as INTERVENTION MARKING. The teacher steps in to support, consolidate, accelerate or challenge. Feedback has the most impact when it occurs whilst the children are actively learning.

Intervention should be a continuous process of formative assessment:

- 1 – Marking can intervene to SUPPORT
- 2 – Marking can intervene to CONSOLIDATE
- 3 – Marking can intervene to ACCELERATE
- 4 – Marking can intervene to CHALLENGE

In this way, children are not doing ten questions which are obviously too easy for them, nor are they struggling with problems they can't access. For future lessons, marking can inform both teacher and pupil about attainment, therefore shaping the next lesson and activities provided.

### **Intervene to support**

Aids should be available in the classroom. Intervention next step marking might suggest:

*“Good try. Use a number line to help you”*

*“It will be easier if you wrote the numbers in the squares like this (example)”*

### **Intervene to consolidate**

This is more than ‘Do another ten questions’ but where the child may need a few more examples before they can move on. The examples are tailored to the errors a child has previously made after guidance has been given.

*“Well done. Now try these questions, and don't forget the apostrophes!”*

### **Intervene to Accelerate**

With clear differentiation there will be tiered activities offering appropriate levels of difficulty. Next step intervention marking can simply move the child on to the appropriate level. . A higher level of task should be available for the more able. The comment might be: *“Great! You can do it! Now have a go at the word problems.”*

### **Intervene to Challenge**

This is different from simply moving children onto an appropriate level of difficulty. This is about turning the level around, asking children to put their learning into practice For example,

*“Super! How much change would you have if you spent twice as much?”*

*“Fantastic, now think of a real-life situation where you would need to do this sum?”*

## TYPES OF MARKING AND FEEDBACK

The different forms of marking that take place at Shipbourne School may vary subject to the age of the pupil and the task at hand but will always aim to **Support, Consolidate, Accelerate** or **Challenge** the individual pupil.

These forms include:

### 1. Oral Feedback:

Oral feedback is potentially the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children.

Teachers' oral feedback needs to be focused mainly around the learning intention of the task, and is therefore focused. Feedback can be given to an individual, to a group or to the whole class. Where verbal feedback has been used to give a response to written work, the task will be annotated **VF** (verbal feedback) and also contain brief notes on the discussion/ advice given. Immediate action taken by the children will be completed in purple pen to show progress.

### 2. Distance Marking: -

Marking should be positive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children, and the outcomes need to be fed back into planning. Most effective marking occurs when the work is marked together face-to-face, but if this does not occur, and the work is marked away from the child, the following should be considered:

- Can the children read your comments?
- Can the children understand your comments?
- Do you allow them time to read your marking?
- Do you allow time for some improvement on the work to be made before moving on to the next activity, or do you monitor whether the child are able to transfer your improvement suggestions to another piece of work in a new context?

### 3. Acknowledgement Marking:

This is a courtesy look at the work, and may include a tick or an initial. It implies that some dialogue took place during the lesson, which will have had impact on the child's learning. The acknowledgement simply informs others that the work has been dealt with orally, in a group or whole-class setting.

### 4. Closed Exercise Marking:

This is where the work is marked together. Learning is the priority, and misconceptions or errors are shared, and immediate corrections made.

### 5. Personal, emotional-based marking:

These comments should be written at the teacher's discretion. Some children, especially those with special needs, seek confirmation from the teacher that they are achieving, and this can be fruitful. We need to encourage intrinsic motivation where the children identify their own successes first, then celebrate with them. As a general rule this marking should be as positive as possible. However it may need to include at appropriate occasions carefully worded comments re: disappointing performance/presentation with an opportunity given to improve either in the future or by repeating the task.

### 6. Response Partners:

This is when two children discuss their findings, thoughts, ideas or answers together. They can be paired, in mixed ability and ability groups. It engages all children in the lesson, develops collaborative and active learning, clarifies thoughts, and it makes it a 'safe to talk' environment. It can occur in the introduction, independent work or plenary. A response partner helps you with your work, tells you the truth about your work, and helps you to make your work better. Paired response can be either verbal or written but expectations should be made clear to all pupils involved.

## 7. Quality Marking:

This is when success and improvement needs are highlighted against the learning intention. Asking for some small improvement is rich in its impact on children's work and their attitude to improvement and learning. This would not take place for every piece of work, and with training and modelling by the teacher, children can be encouraged to mark their own, and each other's work using this approach. This approach can be done verbally, especially with young children, as well as written. The focused improvement comment should help the child in 'closing the gap' between what they have achieved, and what they could have achieved. It is not expected that this focussed improvement strategy would be used when marking every piece of written work but is expected to be used on a regular basis when its impact will be most beneficial.

The following **improvement prompts** may be used when teachers/teaching assistants are using quality marking:

### (a) *Reminder Prompts*

These simply redirect the child's attention to the learning intention of the task as a way of focusing the improvement.

- Say more about James's character
- Explain this for me.

### (b) *Scaffolded Prompts*

These tend to either (a) focus the child's attention on specifics or (b) delve via two or more questions or statements. This is supportive and enhances the original writing.

- What type of boy is James – good, bad, shy, excitable, kind? Or do you have your own idea?
- Describe what James would do if he heard unkind words about a friend.
- Finish this: James liked to play jokes on his friends. For instance, he

### (c) *Example Prompts*

This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

*I went on a boat and went long on water*

What did you see on the boat trip? Fish? Birds? People?

*I see a jellyfish and carb.*

## 8. Self and paired marking

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. Children should also be involved in using marking ladders and success criteria which they then self or peer assess against, using a range of techniques as modelled by the teacher. Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work as this involves the emotional dynamics between two children.

Stage 1: children identify their success

Stage 2: children identify a step for improvement

Stage 3: children identify their success and make an 'on the spot' improvement.

Ground rules need to be put into place when paired marking occurs. These could include:-

- The pupil needs time to reflect on, and check his or her writing before a response partner sees it;
- The response partner should begin with a positive comment about the work;
- The response partner should ask for clarification rather than jump to conclusions;
- The response partner may benefit from a marking prompt card to give clear focus to what they are looking for.

### **Self-evaluation prompts**

I liked .....

I learned .....

I think I will .....

I never knew .....

I discovered .....

I was surprised .....

I still wonder .....

### **9. Guidance of spelling**

Children are encouraged to develop their vocabulary and experiment using different words. When a child is doing a piece of writing they are encouraged to draw a dotted line under a word that they are not sure of the spelling, therefore not hindering the child's flow of writing. Children are then encouraged to check these words in a dictionary when finished. If they would like a word spelt immediately, they may ask an adult to enter it into their vocabulary books, after initially finding the correct letter page and attempting the word themselves. Teachers will also use the dotted line for words that a child has spelt incorrectly but will only highlight a maximum of 5 words. These highlighted words will then be written correctly at the end of or beside the child's work using SP

### **In School Strategies**

Strategies vary from class to class due to variations in age and teaching focus. The following lists the range of strategies most commonly employed.

#### **The Early Years Foundation Stage:**

- Verbal feedback for written tasks
- Children are encourage to look at each other's work in a celebratory way
- Reward stickers for effort and achievement of all kinds.
- Paired response and talk partners
- Quality written marking when appropriate

#### **Key Stage One**

- Quality marking when impact will be maximised
- Verbal Feedback
- Written feedback
- Closed exercise marking
- Paired response and talk partners
- Self and peer assessment
- Distance marking
- Personal, emotionally based marking
- Points System (team)

#### **Key Stage Two**

- Quality marking when impact will be maximised
- Verbal Feedback
- Written feedback
- Paired response and talk partners
- Self and peer assessment
- Closed exercise marking
- Personal emotionally based marking
- Distance marking
- 2 Stars and a wish/ What Went Well/ Even Better If (Teacher or pupil led)
- Points System (team)

## **OUR EFFECTIVE LEARNING ENVIRONMENT**

- Teacher/support staff awareness of the impact that comments, marks and grades can have on learners' confidence, enthusiasm and motivation;
- Interactive displays which reflect learning;
- Displays which give prompts for learning as well as displays which celebrate children's work;
- Shared long term objectives as well as short-term intentions – reference to 'the big picture' e.g. where this lesson fits with the modular topic, recall of previous lessons on this theme;
- Learning objective displayed and understood; shared with younger children orally at the start of the lesson;
- Success criteria shared and understood;
- Success celebrated regularly and sincerely;
- Children involved in their own targets, understanding what it is they are trying to achieve and how they can achieve it;
- An atmosphere of trust and respect where children can share thoughts freely;
- Effective questioning-questions planned which require thought and discussion;
- Response to pupil contributions which avoid 'put downs';
- Thinking time before hands up/no hands up; use of talking partners to maximise pupil participation;
- A classroom culture of achievement where mistakes are learning tools;
- A belief that all pupils can succeed;
- Feedback to the task linked to the success criteria- comments, oral or written, should be as constructive as possible and focus on work rather than the person;
- Children encouraged to self-evaluate and become independent learners;
- Use of Bloom's Taxonomy to both deepen and extend learning.

### **Monitoring and review**

This policy will be monitored by the Governing Board, who will always take due note latest research and guidance.

The policy will be reviewed every three years, or earlier in the light of any changed circumstances.

## Marking Symbols

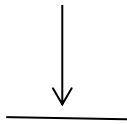
### Foundation and Year 1



Finger spaces between words

- Full stops

**A** Capital letters



Keep writing on the line

Sometimes children are asked to practise letter or number formation with a:


Practice: and then model the letter or number.

Sp. Went: -

-

-

Year 2 -Year 6

Green	For 'great'
Pink	For 'think'
VF or Verbal Feedback stamp	Verbal Feedback-Teacher or child to annotate feedback given
sp	Spelling correction (copy three times at bottom of page or in back of book- no more than 3 for Foundation/KS1; no more than 5 for KS2).
p	Punctuation error with circle around error or where children need to put punctuation of their choice. Type of punctuation needed can be written in margin if appropriate.
	Look carefully here and make corrections
↑	Up level/ improve this section of word
® ©	Incorrect use or lack of capital letters
//	New paragraph required
✓ or ✓✓	Strategically placed to show where WALT has been met well
I can..... I can..... I can..... I can.....	Colour-coded and differentiated learning objectives or success criteria. Highlighting or ticking of success criteria which have been met.
Purple for progress	Children to use purple pen to show progress from marking or feedback