



Effective Marking and Feedback Policy

Hamsey Green Primary and Acorns Nursery

Policy Reviewed by: John Boffa Deputy Head

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Effective Marking and Feedback Policy

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 Hamsey Green Primary School and Acorns Nursery.

Please read this policy in conjunction with our other policies:

- Learning and Teaching
- SEN and Inclusion

Rationale

Hamsey Green Primary School and Acorns Nursery is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Hamsey Green Primary School and Acorns Nursery. The 'Effective Marking' model, states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At Acorn's Nursery, we aim to provide oral feedback to pupils to develop their next steps.

At Hamsey Green Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the English and Maths marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff so as to support staff well-being
- 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 following the schools policy and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen and acknowledged
- 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
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and support staff across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See English and Mathematics) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures

- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Use tickled pink praise comments and green for growth development question/quality feedback comments throughout KS1 and KS2. E.g. Pink ticks or highlights indicates where a child has been successful in their work in meeting the success criteria, whereas green marks or highlights indicates that improvements need to be made.
- Mark according to the success criteria – e.g. ticked in pink (where possible) and a green development question where appropriate.
- Link marking to targets: individual Special Educational Needs and Disabilities (SEND), personalized, groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the marking code.
- Give positive public feedback for high achievement and effort, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Differentiate marking according to children's needs, e.g. EAL, SEND, etc.
- Provide time for the child to respond to all written prompts, thus enabling them to 'close/bridge the gap' and improve their work further.

- Use stickers and stamps as necessary.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Example for older children:

Hamsey Green
Primary School

Learning Objective:

Can I write a persuasive advert for a travel company?

Context:

You are creating a campaign for a travel company specialising in South American travel. You need to decide on your niche (Amazon backpacking holidays, city breaks, beach holidays etc) and write an appropriate persuasive text with clear understanding of your market and how to appeal to them.

Cold

Warm

Success Criteria

	Evidence I can do this.	T
I can use rhetorical questions to hook my reader.		
I can use the power of three to add description to my writing.		
I can use personal pronouns to include my reader.		
I can use relative clauses accurately and parenthesis to add extra information.		
I can present opinions as though they are facts.		
I can use a wide array of openers to begin my sentences (ISPACE).		
I can use emotive language.		
I can use subheadings to structure my work.		
I can embed facts and statistics in my text.		
I have a clear understanding of my audience.		

3. Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different pen, which is then initialled.

4. Green for Growth Quality Feedback Comments

Personalised Quality Feedback Comments should be used at teacher's discretion in all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria.

A focused comment should help the child in "closing the gap" between what they have achieved and what they could have achieved. Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

5. Green for Growth Questions

Adults should ask children to respond to questions about their learning: for example, 'Which character do you like most? Why?' Adults must write in green and the child must respond in a coloured pen. Where possible, the adult should follow-up on the child's written response. This dialogue should be ongoing and purposeful.

KS1 will attempt these types of questions on a weekly basis as a minimum.

'If a question is worth writing for a child, it is worth making sure every child is able to respond.'

6. Pink Comments/Ticks

Teachers will underline, in pink or tick, where a child has met part of the success criteria. Praise can be given via a sticker, smiley face and verbally. This will also help to reduce teacher workload, but still identifies where a child has been successful.

7. Peer Assessment Comments

PA

These must be introduced when the teacher has consistently modelled good marking for the children. They can then learn to appraise one another's work, which is very powerful. For example, 'Has your partner used any imaginative vocabulary? Write the best words here?'. These are written in red ink.

8. Self-Assessment

SA

Children can be encouraged to self-assess effectively against specific success criteria. Provide children with lists of aspects to consider, which teacher and child can tick. These are in black ink.

KWL grids (What Knowledge do I have? What I would like to Know? and What I have Learned?)

These should be stuck in at the start of each topic in Topic and Science.

Pupils are required to completed the prior knowledge section and inform teachers of any areas they would like to find out about. Teachers, when marking, will use this to inform their planning when designing the topics, knowing where to pitch their lessons and to ensure common misconceptions can be addressed.

Hamsey Green Primary Topic KWL Assessment Grid



Topic: South America

Term: Spring Term One

What do I already KNOW about this topic?	What do I WANT to know about this topic?	What have I LEARNT?

Key Vocabulary: (this may be added to throughout the half term):

continent, hemispheres, longitude, latitude, Greenwich Meridian, tropics, Tropic of Capricorn, arid, rainforest, grid reference, located, land-locked, The Andes Mountain Range, The Amazon Rainforest and River, The Atacama Desert, Cape Horn, salt plains, waterfalls, climate, region, rainfall, biome, human and physical features, diverse, tribal, agriculture, resources, currency, festivals, culture, religion, deforestation, extinct, endangered



Geography	f	History -focus in Spring 2	f	Art	f
<p>Skills: Location Knowledge and Place Knowledge.</p> <p>Can I use geographical vocabulary to identify and locate places using a map?</p> <p>Can I name capital cities of South America?</p> <p>I can name some</p> <p>Can I identify, locate and describe different places using physical characteristics and different sources of evidence and compare them to my locality?</p> <p>Can I locate, describe and compare different countries in South America including climate, and explain how the context of weather and climate are affected by geographical features</p>		<p>Skills: Non-European Study Mayan civilisation c. AD 900</p> <p>Link- Can I recall facts regarding the Peckham's War- British History?</p>		<p>Skills: Master techniques through effective evaluation relating to South American Art.</p> <p>Can I evaluate my work and the work of others?</p> <p>Can I improve my skills in using a range of materials and surfaces to create different images taking the advice of others in to consideration?</p> <p>Can I use a range of materials effectively, building in the advice of others and the work of famous artists/architects?</p>	

Marking Requirements

To ensure that effective marking is frequent and implemented consistently across the school, yet staff well being is taken into account, the minimum requirements for marking are outlined below.

Subjects	Minimum Requirement Each Week
English (5 sessions)	<ul style="list-style-type: none">- 1 Green for Growth Questions/Quality- Minimum 1 Self-Assessment- 1 Peer Assessment- Target comments whenever needed- ENSURE ALL PARTS ARE ON BOOKS- EG BOXED UP STUCK IN- QUICK WINS ON TRANSCRIPTION beginning of every lesson- editing and- EXPLICIT marking: identify mistakes with live marking- SPOT THE DOT (mistake dotted in the margin and the teacher then ticks over when corrected)- UNDERLINE THE CRIME... (underline mistakes for them to correct- CORRECT THE PARAGRAPH....- IMPLICIT marking- e.g. 2 errors in the margin for them to identify- Identify a misconception spelling rule rather than give them corrections e.g. stoped.... Stop_ed what needs amending- -INNOVATION PHASE requires the most amount of marking and editing/common misconceptions otherwise these will be transferred to the Hot Task
Mathematics (5 sessions)	<ul style="list-style-type: none">- Every lesson starts with a close the gap question on the board or in books- Pink positive underlined or referenced on every piece of work- Minimum 1 Self-Assessment- 1 Peer Assessment- Target comments whenever needed

Science and Foundation Subjects	Alternate weekly between: <ul style="list-style-type: none">- 1 Green for Growth, Questions/Quality Feedback, Comments- 1 Pink Praise Comments/tick- 1 Self-Assessment/1 Peer Assessment- Target comments whenever needed
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Responses to children's work in the EYFS Foundation Stage

Adults in the EYFS Foundation Stage should:

- Use positive reinforcements verbally for all aspects of children's development.
- Give stickers and stamps as a reward for good effort in all activities.
- Provide adult feedback at the immediate point when possible.
- Write comments to aid teacher assessment and read comments to children, where appropriate.
- In Reception next steps must be evident in learning journey observations.
- Class Dojo will be used by EYFS practitioners to track children's work and make comments
- In Nursery, Tapestry will be used by EYFA practitioners to track children's work and make comments on the 17 areas of learning for their learning journeys.

Appendix 1

Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partners advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Marking Code

This marking code is used consistently from Reception to Year 6. The symbols are explained to children so that they understand the comments that are being made and can respond appropriately.

The marking code is modified to the age of the pupils and used across all subjects.

The marking code will be displayed in all classrooms so that they can refer to it when they are reviewing their work. A copy is also stuck in their English books. Supply teachers/PPA staff must initial marked work.

ALL work must be marked in PINK and GREEN. (Pink = Great! Green=for growth).
Pupils will write with either a pencil or in a blue handwriting pen (depending on level).

✓	Above word- Correct answer/ something good/correct use of success criteria
_____	This is a strength – ensure you use this again/learning achieved
★	A positive comment follows a pink star
●	Green for growth comment follows a green bullet point In Maths this shows an incorrect answer requiring correcting (no crosses)
○	Incorrect answer (circling as appropriate)
_____	This sentence needs looking at/up-levelling
^	Omission of a word/letter/expansion of a phrase
SP	Incorrect spelling (word could be underlined or pupil needs to find it)
P	Punctuation error
T	Error in tense
FA or similar	Fronted Adverbial
//	New paragraph needed
TA (1:2)	Marked by a TA and ratio of adult to pupil noted
I	Independent work
VF	Verbal Feedback given
T	Worked with a teacher/support by a teacher
PA	Peer-Assessed
SA	Self-Assessed

Date of next review: September 2024