



# **Homefield Church of England Primary School**

## **Effective Marking and Feedback 2017**

## **Introduction**

At Homefield C of E Primary School, we believe that effective marking and feedback is crucial and an integral part of the teaching and learning process. 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.

Please read this policy in conjunction with our other policies:

- Learning and Teaching
- SEND and Inclusion
- Assessment

## **Aims**

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

## **The principles of effective marking**

Effective marking should:

- Be manageable for staff
- 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
- Detailed marking, including quality written comments, should be used for every child at least once a week in Mathematics and English. Within the other subjects, detailed marking will be evident after each block completed.
- 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, including appropriate challenge
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- 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 TAs across the school in line with the Effective Marking and Feedback policy
- Positively affect the child's progress.

### **Effective marking and feedback strategies**

The staff at Homefield C of E Primary School have agreed to the following marking and feedback strategies:

#### 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.

#### Quality written feedback comments

Personalised quality feedback comments should be used frequently 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 focussed 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"*  
*Can you show me how to separate clauses with a semi-colon?*

These comments can be made in a number of ways:

- Written in the child's book once the work has been completed

- Written in the margin of the book whilst the work is being completed
- Written on post it notes during the task and stuck into the book.
- Pre typed on marking stickers and added to the book once the work has been completed.
- To show how each child has understood the school uses coloured spots against the learning objectives.

Time is then given for the child respond to the written prompt using the Think Pink and Polish method, thus enabling them to 'close/ bridge the gap' and improve their work further.

### *Think Pink and Polish (written feedback and dialogue)*

Children at Homefield C of E Primary School are expected to respond to the written feedback comments made by the teacher. This will enable them to improve their work and 'close the gap'.

Children are expected to:

- Use allotted time to read the comments made by the teacher
- Highlight the comments using a pink highlighter to show that they have been read and understood.
- Use their pink polishing pen to respond to comments – this could include editing work that has already been completed, or completing extension tasks.

This method can also be used on a one to one or group basis when working with a focus group, children with additional needs or younger children.

### Self and peer marking

Children should be encouraged to mark their own work to aid their progression and foster independent learning. Children mark their own work by:

- Using coloured spots against the learning objective to show their level of understanding
- Making written comments under their work
- Adding targets in to their learning ladders
- Using prepared stickers
- Using Self and Peer Critique Templates

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. Children should be trained to do this by being provided with a set of pre prepared statements to choose from. These statements should be linked to the success criteria being used in that piece of

work. As the children become accomplished at this method, the scaffold can be removed.

### Whole Class Feedback (Trial)

This year we have agreed to trial a new marking approach in Years 2, 3 and 6 whole class feedback sheets for some extended writing (minimum once a half-term). This system summarises the key strengths and areas for improvement from a class' efforts with a written piece of work. This is then fed back to the whole class, with more personalised statements for children to edit their work individually where required, within their Think Pink time.

This will then be reviewed throughout the year to see if such an approach is having an impact on pupil progress.

### **Marking requirements**

It is expected that every piece of work will be seen by an adult. It is not expected that every piece of work should be marked in detail.

Detailed marking, including quality written comments, should be used for every child at least once a week in Mathematics and English. Within the other subjects, detailed marking will be evident at the end of each block.

When a piece of work does not receive in depth adult marking there is an opportunity to use self or peer assessment.

This marking policy should be applied across the curriculum and effective marking and feedback should be evident in all subjects.

### **Monitoring**

The Headteacher and subject leaders are responsible for carrying out work and marking scrutinies and keep their own records. It is expected that feedback will be given to all teachers.

**Approval date:** September 2017

**Next review date:** September 2018