Churchside Federation

Marking & Feedback Policy

Adopted by Staff: September 2020

Reviewed: September 2021

Principles:

Our marking and feedback policy is based on the principles that:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Guidance for teachers

Teacher marking is only effective if:

- It informs the child and teacher of what has been achieved and what happens next.
- The child has an opportunity to read/ respond to the marking.
- It is informing the teacher of learning needs which can be incorporated into future planning.
- Marking gives opportunities to edit and improve.

Remember that:

- Making is most effective in the presence of the child.
- Children should be given time to read/reflect on/respond to marking.
- Effort should be acknowledged alongside achievement.

'Tickled Pink' and 'Green for Growth.'

English

Tickled pink and green for growth highlighting should be used in work. Teachers should aim for more pink than green. Two areas should be highlighted pink to show areas of strength within the work linked to the success criteria. Green for growth could link to an individual target and should be one clear step for development. Children are to have time to reflect and respond to the marking there and then preferably or at the beginning of the next session.

Maths

Pink can be used to show good progress as well as correct answers and green can be used to highlight an area to try again. Not every calculation needs to be checked, so long as there is significant evidence of the child's understanding of the learning objective. Children are to have time to reflect and respond on the marking there and then or at the beginning of the next session.

Other Subjects

Pink and green can be used in all areas of the curriculum to respond to children's work. As with maths and English teachers will give children time to respond to the feedback they are given. All teachers will mark work using the agreed codes.

Two stars and a Wish

This is to be used on extended pieces of writing and longer problem solving activities.

⭐ The stars represent two areas of strength within the work that they have produced.
⭐

The wish will show an area to develop within their work. Time will be given to children to reflect and respond to the wish at the beginning of the next session.

Day-to-Day Marking

Not every mistake needs to be corrected, as this may be counter-productive to a child's motivation. All children are encouraged and reminded to self-correct. High standards of grammar, punctuation and presentation are encouraged and mistakes are corrected as appropriate to the child's age and literacy development.

Stickers, stamps, smiley faces, house points (or other in class rewards) may be awarded for good work.

LO Strips

Used in each lesson to show the learning objective and Success Criteria. These can be used for self-assessment by the child with a tick against each one or a ☺ / ☹ against the whole learning objective. Adults also tick the Success Criteria and/or can highlight parts of the learning objective or success criteria in pink or green depending on how the children have achieved.

Date:20/03/18 Year 1	LO: To divide different numbers of counters into equal amounts		Assessment	
			Pupil	Teacher
SC: I can count out the correct amount of counters			✓	✓
SC: I can share out the counters into equal amount			✓	✓
SC: I can write the division sentence to match it.			✓	
(I)	WS	G	(VF)	C

Date:20/03/18 Year 1	LO: To divide different numbers of counters into equal amounts		Assessment	
			Pupil	Teacher
SC: I can count out the correct amount of counters			☺	✓
SC: I can share out the counters into equal amount				✓
SC: I can write the division sentence to match it.				
(I)	WS	G	(VF)	C

Codes and symbols

Day to day making will also involve the use of some marking codes:

Marking code

I independent work

WS 1:1 Supported

G Guided small group work

VF Verbal feedback

C Marked by an adult covering the class

Tickled pink symbols:

Highlighting areas in pink that show strengths marked against the success criteria

✓   Correct answer

Green for Growth symbols:

Highlighting areas in green that need corrections

⬆   Picked as one clear focussed step for development. Children should be given time to reflect and respond to this step during the lesson or at the beginning of the next session.

A positive attitude will be engendered at all times in open discussions. In order to encourage children in their learning and to avoid destroying a child's confidence. Teacher will avoid marking every single mistake. It is better to pick out the most relevant mistake for that particular child so that this may be used for future reference. A mass of symbols over a

piece of work will only confuse most pupils and offer no benefit. Marking should always be sensitive to the needs of the child

The school recognises that marking needs consistent application, but that responses must cater for the developing needs of the children. There is a need to value what has been achieved in relation to what was demanded if pupils. In English as well as showing concern for spelling, sentence, punctuation etc., this should not obscure the key focus. Marking should help pupils avoid repetition of mistakes rather than just drawing attention to errors and correcting them for the pupil. The marking of pupils' work should help future planning and should become the main vehicle for communicating assessment to the pupils.

Guidance for Peer/Self-Assessment

Peer and self-assessment have a key role to play in marking feedback. They empower children to take control of their learning. **All pupil edits, reviews and peer marking is to be done in Purple Pen.**

Within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. The children need to see this feedback clearly modelled and they need to be trained in how to peer and self-assess meaningfully. Time should be planned into lessons to make improvements.

Some successful peer/self-assessment strategies include:
- 2 star and a wish
- Smiley faces
- Traffic light systems
- Thumbs up/thumbs down
- Use of pink and green highlighters

Monitoring

Marking and feedback will be monitored by senior management. This will take place by looking through samples of books, learning walks, subject leadership reports and pupil voice.