Feedback and Marking policy
Sept 2020

St Nicholas C E Middle School

Marking, Feedback and Presentation Policy

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At St Nicholas CE Middle School we take a professional approach to the tasks of assessing children's learning and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark learning and give feedback as an essential part of the assessment process.

As a staff, we agree that feedback marking is most effective when it is instant, involves the child and allows a dialogue to take place between teacher and pupil. We believe it should draw attention to the positive aspects which demonstrate the child's understanding of the learning objective, but it should also challenge children to move their learning on through making improvements. We have used these beliefs to underpin our approach to marking and effective feedback.

Marking and feedback should serve a single purpose- to advance pupil progress and outcomes.

Aims and Objectives

We mark children's learning and offer feedback in order to achieve the following outcomes in different contexts:

- To show that the children's learning is valued and encourage them to value it too
- To raise aspirations and self -esteem through praise and encouragement
- To boost the children's self-esteem and raise aspirations through the use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children progress.
- To give a clear picture to each child about how far they have come in their learning and how they can continue to improve
- To offer specific information on the extent to which children have met the learning objective and how they can improve in the future
- To promote self-assessment, whereby children recognise their difficulties and are encouraged to accept guidance and support from others
- To provide a basis for both summative and formative assessment
- To provide ongoing assessment that informs future planning of lessons

Principles of Marking and Feedback

We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with efforts made by the child taking pride of place
- Marking and feedback is the dialogue between teacher and child, ideally while the learning is still being completed
- Marking always relates closely to the learning objective
- Marking and feedback can be delivered in a variety of ways, this may include acknowledgement marking, peer marking, self-review, verbal feedback or detailed marking.
- Children must be able to read any written feedback and be given time to respond to this. Where the child is not able to read and respond, other arrangements for communication will be made e.g. verbal discussions or use of symbols.
- Formative feedback should be differentiated and based on the needs of the learner. Therefore, comments made will vary according to the children's age and stage.
- Comments will focus on one or two key areas for improvement at any one time.
- Wherever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback will help a child to identify their key priorities for improvements and the progress they are making towards their personal targets
- Feedback can also be given by teaching assistants, through peer review or group feedback sessions.
- Marking will always be carried our promptly and will normally be completed before the next lesson in that area of learning

Implementing the Marking Policy

- Steps to Success are used at the start of most lessons. These indicate what a pupil needs to include in their work in order to be successful. These can be generated alongside the pupils where appropriate and can be differentiated to suit the needs of learners. Steps to Success can be highlighted green and pink within the marking or self/peer assessed.
- Children should record the date and learning objective for each new piece of learning. Teachers of younger children may record this for the child and refer to it in comments.
- During the lesson, and where appropriate, children will be made aware of/help generate the steps to success which can then be referred to when completing their learning.
- Throughout the week the teacher will work with focus groups and will give oral feedback.
- Pupil conferences take place when the teacher discusses the work alongside the pupil on a 1:1 basis.
- Highlighters and pens are used throughout the school by adults to leave feedback. **Green** highlighter/pen will be used to identify success and **pink** for areas that could be improved.
- In order to achieve a positive response, any negative comments must be framed as constructive statements as to how to improve. The children will then be given time to read their comments and make necessary changes. **Purple pen** is used to identify these additions.
- Ticks are used when the learning is correct and a pink dot, circle, line or arrow when errors have been made. Some incorrect spellings are noted with 'sp' written in pink, according to the child's spelling ability, the correct version may be given or they will be asked to correct these during their feedback revisit.
- It is helpful to know whether a piece of work has been completed with support or independently; this will be recorded.
- When a piece of work is self or peer marked, this will be completed in purple pen so that it is easily identifiable and not to be confused with adult marking.
- Wherever possible, teachers should establish direct links between oral and written praise and the class/school rewards system e.g. housepoints, stickers or presenting their work.

Presentation

All pupils are taught cursive script from Reception. At the end of Year 6 we expect all pupils to have a clear and legible script. Cursive script should be modelled at all times by all staff. Pupils in Key Stage 2 demonstrating a high standard of joined writing will move on from using pencil to pen. Year 7 children should use joined handwriting at all times. All pupils should use a pencil for math work and drawing diagrams/labels. At the start of each English lesson pupils complete a 'pre-write' during which they hand write some key words which they will go on to use within the writing process. These should be referred back to during future lessons to ensure a high expectation of spellings is being maintained.

The date should be written at the start of every piece of work on the left-hand side of the page and a learning objective should also be written/recorded to emphasise the focus of the lesson. The long date should be used in all subjects except for maths where the short date is written in figures as well as Roman Numerals. In KS2 / KS3 both the date and learning objective should be underlined with a ruler.

If post it notes/pieces of paper have been used to capture part of the learning process these should be attached in books alongside the date and/or final work.

If there is sufficient space on a page for the next lesson's work, it should be ruled off and the next piece of work started underneath- each lesson's work does not need to be on a new page.

When completing a Cold or Hot task for assessment this will be indicated on the work.

Mistakes are an important part of the learning process and where appropriate, should be left visible in work to show how the pupils went on to make corrections. Mistakes should be crossed out with a single ruled line and the replacement answer recorded: ~~mistake.~~

Book covers display the child's first name and subject. When a book is full, neatly write 'Completed' and the date in the top right corner. Covers are not to be crossed through.

Presentation should be consistent across all subjects and books, following the above guidance. A 'Presentation Pride' list is used by staff to ensure expectations are consistent and that pupils are aware of how their work should look. See Appendix 2.

Monitoring Marking and Feedback

There are a number of ways in which marking and feedback can be monitored for effectiveness and this is particularly useful when monitoring subject areas and looking for impact:

Pupil Conferencing:

Teachers/SLT/Governors discuss the pupil's work with them, asking questions about:
- How they know how well they are doing
- How helpful they find teacher feedback, both written and verbal
- How they know what to do to improve
- How they respond to their teacher's comments and how frequently they have opportunity to do this
- Which comments they find most/least helpful

Checking corrections

Pupils' work can be scrutinised to see how well teachers' written and verbal feedback is used by pupils to improve their knowledge, understanding and skills. This may include corrections and improvements made by pupils, which are particularly useful when assessing improvements in mathematics and spelling.

If corrections have not been carried out, it is important to determine whether the same mistakes are still being made later.

Written and spoken advice from teachers is different to corrections and observers may also want to check whether pupils' learning is being moved on by them following teachers' advice. Teacher advice often takes the form of a next step and shows simply how the work could be improved.

Teacher workload guidance

It is expected that teachers manage their own workload effectively through the use of careful planning and marking. There is no 'one size fits all' approach. Whilst there must be a core and consistent approach as a school, which is clearly detailed in this policy, we trust teachers to focus on what is best for their pupils and circumstances and evidence of effective marking and feedback will be evident in pupil achievement.

Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden. Marking should be **meaningful, manageable and motivating** and the quantity of feedback should not be confused with the quality. The quality of the feedback, however this is given, will be seen in how a pupil is able to tackle subsequent work and progress.

Whole school expectations that will aid with managing workload for all staff:

- It is expected that all pieces of work including homework will be acknowledged with at least a tick or stamp and the balance of this against more detailed marking meets the needs of the children.
- Dialogic (deep) marking happens because the teacher judges that this will move learning on.
- No comment rule- feedback must be specific so it moves learning forward e.g. "This is well chosen vocabulary because it creates intrigue" rather than "Good".
- Colour coded books for Maths and English/Topic are used across all year groups in the school to assist subject leaders and visitors with monitoring.

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Marking Signs and Symbols

Appendix 1 – Signs and symbols

pink	Pink for think comments should reflect the success criteria and move the children's learning forward. This can be in the form of addressing any misconceptions e.g. *When do you use capital letters? Read through this sentence, could you add an adjective here? Which of your word choices are the most effective? Tell me why.* Teacher writes comments in PINK ink underneath or next to the child's work Work highlighted in pink or noted with a pink dot, line, circle or arrow indicates pupils need to look back and improve/edit. NS = next steps. A target to work towards based on the piece of work.
green	Green for great comments should reflect the learning objective for the lesson. *e.g. Great use of the connective because… Super story openers! A great structured story using a story mountain plan. I can see you…* Teacher writes comments in GREEN ink underneath or next to the child's work Work highlighted in green or ticked in green indicates where pupils have been successful. ✓✓ or ☺ = loved it!
I	Indicates the work was completed independently.
G	Indicates the work was completed within a guided group
1:1	Indicates the work was completed with 1:1 adult support
Sp	In the margin and word underlined. Identifies a spelling error.
VF	At the bottom of the piece of work. Verbal feedback has been given to the child.
S/T	Supply teacher has set /marked this piece of work
1hp	House points given for this piece of work
//	Indicates where a new paragraph should be used
→	Used to show that a paragraph needs to be indented

Presentation Pride!

- Write in pencil or blue handwriting pen
- **Purple polishing pen** for editing
- Use pencil for any drawing and pencil crayons for colouring in
- Long date in Topic/English
- Short date in Maths, also in Roman Numerals
- Write the date at the left of your page and UNDERLINE WITH A RULER
- Write the LF underneath and UNDERLINE WITH A RULER
- One digit in each square in Maths
- Glue sheets in neatly against the margin- make sure they don't stick out
- Cross mistakes out with a single, straight line: ~~mistake~~
- Keep handwriting neat, easy to read and a sensible size
- No graffiti or doodling anywhere in your book

When this needs to happen: Monday, Tuesday, Wednesday, Thursday, Friday
January, February, March, April, May, June, July, August, September, October, November, December