

Coppermill Primary School



Marking and Feedback Policy

Ratified by the Curriculum & Achievement Committee: June 2018

Review Cycle: Every four years

Next review: Summer 2022

Introduction

We aim to ensure that all children throughout the school have their work marked in such a way that it encourages a higher standard of achievement and develops their self-confidence.

Marking provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives and success criteria. Feedback enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement.

1. Rationale

Effective marking and feedback will:

- Help children become better learners by giving a clear picture of what can do and what they need to develop
- Give recognition and praise for achievement
- Provide suggestions for the next steps in learning
- Encourage a higher standard of achievement
- Develop pupils' self-confidence and raise their self-esteem
- Reflect the learning objective, success criteria and individual targets (where relevant)

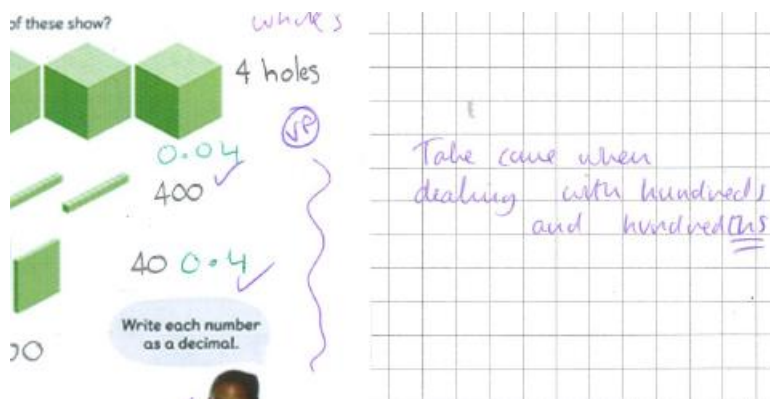
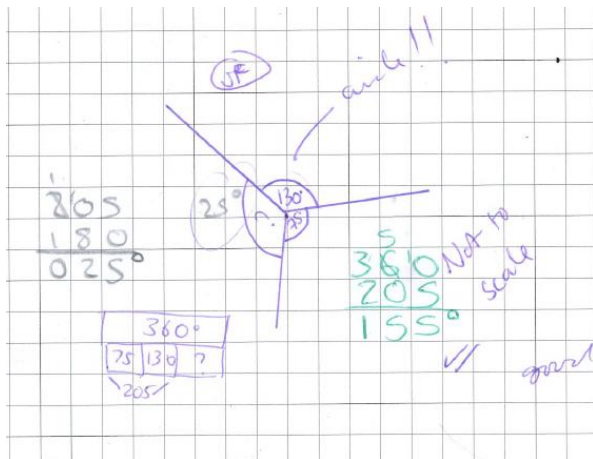
2. Verbal feedback and peer/self-assessment

- We recognise the power of timely, verbal feedback given to pupils and place strong emphasis on 1:1 conversations with pupils about their work during sessions
- Teachers should aim to have a discussion with every pupil about their work, 1:1, at least once per week in literacy AND maths. Verbal feedback given should be indicated in books and responses to feedback recorded in green pen
- There should be opportunities for self and peer assessment modelled by the class teacher

Examples of verbal feedback prompts:

Handwritten work on grid paper showing multiplication and subtraction problems. The first problem is $28 \times 50 = 1400 - 49 = 1351$ with a green checkmark. The second problem is $56 \times 7 = 392$ with a green checkmark. The third problem is $400 - 8 = 392$ with a green checkmark. A circled 'VF' is written in green next to the second problem.

Handwritten work on grid paper showing long multiplication. The first problem is 56749×58 with the result 3291442 . The second problem is 32×6749 with the result 214368 . A circled 'VF' is written in green next to the second problem. The words 'Units' and 'Tens' are written in green next to the second problem.



- Verbal feedback prompts are most effective when given in a timely 'on the spot' fashion so that improvements can be made immediately. This can be done in lesson as per the above examples.
- In literacy, it may be more appropriate to allow time for learners to work independently and for verbal feedback to be given later. Teachers should ensure that, either during or in subsequent sessions, adequate time is allowed for verbal feedback to be given to all children at least once per week.

3. Marking

- Marking will be completed in purple pen (and a pink highlighter for exceptional words/ phrases) following the school code and symbols - see appendix
- All literacy and numeracy work will be marked no later than the beginning of the next school day
- All other work should be marked weekly
- Response time will be given to children when they receive marked work. This can vary from a very brief daily routine to a longer session where children edit/improve their work using the marking and next steps given.
- For younger children (Reception/Y1) it may be more relevant to include verbal feedback into the lesson introduction. Individual comments can be given to children verbally, where appropriate
- Teachers will display the marking code prominently in their classroom for children's quick reference
- Half-termly homework projects will be acknowledged with a celebration card and shared in some assemblies

4. Feedback comments

In addition to regular verbal feedback, written comments in children's books should specify the actions or 'next steps' that they need to consider in order to make further progress. A response comment should be included for every child at least once per week in literacy and maths. It is important that comments:

- Are relevant to the learning objective and pitched appropriately so they challenge or support learners to improve their work
- Address ongoing issues or misconceptions, especially when they are fundamental barriers to progress being made
- Are written in a child-friendly way
- Have a clear impact on learning – i.e. children have understood and made efforts to implement the feedback and this has led to an improved outcome
- Are responded to using a green pen making it clear which improvements have been made in response to relevant feedback given

Y5

~~could, were much, in the air, unknown, were, wood.~~
 The trees swayed and ^{danced} ~~glittered~~ in the wind,
 while the trunk stayed put, in a deep slumber.
 Twigs snapped. Mud squelched. Silence. ~~to~~ Leaves
 rustled. Silence. // *

☺ Excellent descriptive opening Catherine
 ▽ What elements make it so interesting
 to read? I used personification so it
 and the effect it has is that it
 makes you want to read on. I think I
 could use more subordinate clauses though.

Love.

When you heard how Jess replied 'lovingly',
 what did you realise? And did that
 make things worse? My eyes almost popped
 out when I was listening. My heart was like
 a balloon, popped burst by a needle - and that
 needle was the highwayman.

Y2

ABC because we got to see Plovers Puffins on the seeling.
 ▽ My favourite part of the day was when we looked
 that there were 5 cathedrals because it was interesting to see
 the two cathedrals that was built down and when they
 moved up.

☺ Brilliant, descriptive recount

▽ How would you describe the Cathedral? I will
 describe it as if it was really massive like a tower.

Appendix: Symbols and marking code

From Year 1 onwards the following codes are most frequently used and will have been explained to the children by their class teacher. They should be shared with children and displayed prominently in the classroom

Marking code for Literacy Y1 – 6

amazing

Good vocabulary (highlight with a pink highlighter)

P.,?
Capital
letters



Put in your full stops/capitals



Spelling (*no more than 3 per piece in Y1 and Y2 and no more than 5 per piece in Y3 – Y6*)

?



Reread this part, meaning unclear



Change word

^

Missing word



Verbal feedback

Response marking symbols:



Comment linked to learning objective or success criteria






Question or request for children to move their learning on

Literacy Y3 – 6 (Additional marking)

// New paragraph

* Extend sentence/add detail

Mathematics - Years 1- 6

Indicates a correct calculation 	Indicates a calculation that needs correcting 	Indicates a calculation that HAS been corrected 
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Response marking symbols:



Comment linked to learning objective or success criteria



Question or request for children to move their learning on

Foundation Stage

The principle for children in the Foundation stage is the same; however, feedback for the children will be predominantly verbal. Work will be annotated, where appropriate, for assessment purposes.