



Kidmore End CE Primary School

Marking and Feedback Policy

2021-2023

Owner:	Andrew Griffin
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Ratified by	Full Governing Body (C&S committee)
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Marking and Feedback Policy

Marking and Feedback Rationale:

Research shows that high quality feedback is the most important factor in pupil learning.

Kidmore End CE Primary School is committed to providing relevant and timely feedback to pupils, both orally and written. We mark to show pupils that we value their work and to motivate them, celebrating their success, diagnosing areas for development or next steps and evaluating how well the learning has been understood.

Marking should be a process of creating dialogue with the learner, through which feedback can be exchanged and questions asked; the learner must be actively involved in the process. Finally, we mark to point a way forward, and to help us to inform our planning and set targets for individual pupils.

Aims of marking at Kidmore End CE Primary School:

- Will make clear to children their misconceptions
- Will tell children what their next steps for learning are
- Will inform future planning and teaching opportunities
- Will support assessment of progress
- Provide a consistent approach to marking throughout the school, so pupils are familiar with the methods
- Raise standards by encouraging pupils to have a 'growth mindset' and improve on their last piece of work;
- Create a dialogue between teacher and pupil which will aid progression.

Expectations:

All work in pupil books must be acknowledged and used to inform planning for the next lesson. Teachers should never be delivering a lesson without having reviewed the learning from the previous lesson. Teachers should use green pen to respond.

Focused in-depth marking, where constructive comments give the next steps or a prompt for improvement (including teacher modelling to help consolidate), should be completed regularly in English and Maths.

By 'regularly' we mean at least twice a week, however the school recognises that on some occasions, more frequent marking may be required (e.g. during extended writing over a week).

The main focus of the marking should be against the Learning Intention and Success Criteria. (How fully did the children meet the LI?).

Common repeated misconceptions should be corrected, although these are not the main focus of the marking (the LI and SC is). Common repeated misconceptions may include spelling corrections of key words linked to a theme/text or common exception words, use of grammar and punctuation or mathematical misconceptions.

Pupils should be provided with time to respond to in-depth marking.

In English in Key Stage 2, this should be done in purple pen if using a pen or in pencil, and in Year 2, a coloured pencil. In maths corrections to be made in HB pencil.

In all other subjects, pupil work should be acknowledged prior to the next lesson with misconceptions addressed (including topic related spellings and subject specific information).

Marking should be focused on the Learning Intention and should include a question to encourage reflection, extend learning and/or challenge thinking in half of the lessons.

Any evidence of misconceptions should be documented in planning and addressed in the next lesson

What will we do to meet our aims?

- Where required provide children with focused marking which provides the child with more in depth support or feedback to support their next steps in learning.
- Evidence of focused marking can also be represented by verbal feedback (V), teacher conferencing or addressing a misconception or learning point through annotation in planning
- Plan time for the identified children to respond to their focused marking ie during lesson introduction.
- Time for staff to respond to the children about key issues raised in next steps marking within the lesson (eg. “did anyone else find this difficult?”)
- Ensure new staff understand the marking policy through the induction programme
- Staff are able to use a range of individual tools eg stamps or stickers to acknowledge good work including the use of praise
- Comments should be pertinent to learning.

Self and Peer Assessment:

We recognise the importance self-assessment and peer-assessment when it is purposeful and genuine. It is important to note that self and peer assessment should be used appropriately.

Peer-assessment and self-assessment should be introduced to pupils during Year 2, depending on the ability of a child. Peer assessment should be verbal.

It is our aim for children to be able to self-assess and check their own work, identifying areas for improvement from Year 2, using pencil initially and then purple pen. Children who are still writing in pencil should use a coloured pencil for self-assessment or when responding to the marking.

Tracking pupil performance – pupil progress:

The school is firmly committed to ensuring that all pupils make at least expected progress from their respective starting points. Their performance is tracked by the class teacher, middle leaders and the senior leadership team.

Data is collected using Target Tracker and analysed by teachers and leaders. This informs future line management and pupil progress meetings.

Targets and target setting - Pupil performance targets:

Data targets are set between the headteacher and class teachers. Targets should be both aspirational, ambitious and realistic, taking prior attainment into account. The teacher’s level of expectation for pupils should be very high.

Extensive research demonstrates that it is a teacher’s ambition for a pupil which raises that pupil’s expectations and leads to higher standards being achieved.

Assessing Pupils with SEND:

Pupils with SEND are assessed as part of the regular assessment cycle for all pupils. Most pupils with SEND will be assessed using the assessment bands explained above (B, WT, EXP, GD), however some alternative assessments may be used for some pupils working well below their age-related expectations.

Pupils with SEND in the Early Years Foundation Stage will be assessed using the Development Matters continuum.

Assessment in the Early Years:

Assessment in the Early Years is continuous and involves adults making focused observations of pupils, using and recording significant points of development as well as next steps across all areas of learning. At the end of the summer term, the attainment of pupils in the reception year is recorded through using the Early Learning Goals.

All year groups' assessments during the year will be recorded within Target Tracker.

How will staff mark:

All marking by teachers and staff should be completed in green pen.

Next Steps (NS) marking

- Next Steps marking should be linked specifically to the learning intention of the lesson and it should highlight at least one area where the child has been successful in meeting the Learning Intention e.g. I like the way you have used powerful adjectives to create atmosphere
- Next Steps marking may show a next step for learning. This will begin with the code: **NS**
Children will respond to the NS marking using a coloured pencil in KS1 or by using a purple pen or coloured pencil in KS2.
- Where a child is still working towards meeting a learning intention, misconceptions may be addressed in one of three ways:
 - a reminder prompt (see appendix)
 - a scaffolded prompt (see appendix)
 - an example prompt (see appendix)
- A written record of a conversation with a child (V) would count as NS marking, with a clear explanation of how the child was guided in understanding their own progress.

It is expected that as a result of NS marking, feedback will be given to groups or the whole class, if appropriate, in relation to any shared misconceptions identified. This could also be addressed through the use of a working wall, whole class or guided group sessions to address a misconception.

Short marking

- The purpose of short marking is:
 - to give staff an overview of children's progress within a lesson
 - to show children and parents that a child's work is valued
 - to provide a record of how that work was completed (i.e. independent, adult support, etc)
- A code will be used when short marking
- The learning intention will be ticked
- Support staff will initial work marked with short codes
- Supply teachers to write 'supply'
- Copies of the short marking codes will be:
 - in children's work books
 - given to supply staff (copy attached to proforma on network)
 - on display in each classroom







If a child is away please ensure that their book is marked with 'absent' and write the short date.

All marking will be monitored by leadership or subject leaders every half term. The monitoring will focus on a range of books across a range of subjects.

Short Marking Appendix

(A copy of this appendix will be:

- attached to the marking policy
- displayed as a poster in classrooms
- stuck into front of children's core subject exercise books
- attached to supply staff planning proforma, and should be given to supply staff with their planning

<p><u>Marking symbols- Sept 2021 KS2</u> Codes in Books and Lessons LI – learning Intention SC – success criteria</p> <p>Marking Codes V = Verbal (we talked this through –with written explanation) LI✓ = you've met the learning intention I = you worked independently S = you worked with Adult support NS – respond to next steps from the teachers marking.</p> <p>Next Steps Marking Symbols √V= what went well in your work NS = Next steps // = New paragraph SP = spelling</p> <p>Self Assessment</p> <p> = I am not confident with this work. I feel I need help to meet the LI</p> <p> = I understand the LI but I feel I would like to work on this some more</p> <p> = I am confident with this work. I feel I have met the LI</p> <p>Children should use purple pen or pencil to respond to marking. Children to self-mark in purple pen.</p> <p>Teachers to mark in green pen.</p> <p>Supply and Cover teachers to use short code only and to write "Supply" or Cover teacher's initials next to the marking.</p> <p>Teachers to write "absent/music lesson" where the child has missed the lesson or part of a lesson.</p>	<p><u>Marking symbols- Sept 2021 KS1</u> Codes in Books and Lessons LI – learning intention SC – Success criteria</p> <p>Marking Codes V = Verbal (we talked this through – with written explanation) LI✓ = you've met the learning intention I = you worked independently S = you worked with Adult support NS - Respond to your teacher's marking</p> <p>Next Steps Marking Symbols √V= what went well in your work NS = Next steps SP = spelling</p> <p>Self Assessment</p> <p>In KS 1 thumbs up, thumbs down. In Year 2 they will work towards using triangles.</p> <p> = I am not confident with this work. I feel I need help to meet the LI</p> <p> = I understand the LI but I feel I would like to work on this some more</p> <p> = I am confident with this work. I feel I have met the LI</p> <p>Children should use purple or coloured pencil to respond to marking.</p> <p>Children to self-mark in coloured pencil.</p> <p>Teachers to mark in green pen.</p> <p>Supply and Cover teachers to use short code only and to write "Supply" or Cover teacher's initials next to the marking.</p> <p>Teachers to write "absent"/"music lesson" where the child has missed the lesson or part of a lesson.</p>
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Early Years Foundation Stage

At Kidmore End we approach marking and feedback as an essential tool for planning, assessment, evaluation and learning. It is important to provide constructive feedback to children, focusing on success and next steps needed to move children's learning forward. Through this we are able to acknowledge successes, promote pride in personal achievement and improve standards of teaching and learning.

With the practical nature of learning within the EYFS and the larger number of staff in each classroom, it is essential that marking be consistent across the EYFS and across the school.

Much of pupils work in the EYFS is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where through carefully planned questioning children are given next steps to move their learning forward.

The purposes of our feedback policy are to:

- Aid learning
- Assist in assessing and informing planning
- Encourage and promote pride in achievements
- Motivate pupils and promote a positive attitude to learning
- Promote professional discussions between EYFS staff
- Ensure consistency between all staff members responsible for giving feedback

How do we mark children's work and give feedback to move learning forward?

Within the EYFS there are numerous opportunities for effective marking and feedback:

- Written comments on pieces of work
- Constructive comments during and after practical activities (This will be indicated by the use of a sticker or stamp on children's work and on short observations where a next step has been given)
- Observation records
- Professional discussions between EYFS staff

With the increased number of staff responsible for feedback and marking in the EYFS, it is important that it is clear which member of staff and has given written or oral feedback. This will be shown by members of staff initialling feedback on written pieces of work and initialling observations. Staff will identify if a child's work was completed independently or with support.

Supply staff should also initial any written feedback or comments collected through observation.

EYFS Marking Code

AI = Adult Initiated

I = Independent

NS= Next Steps

V = Verbal feedback given

S = support

Next Steps Marking Appendix

All Next Steps marking must be a clear guide, through which children come to understand their own progress:

- either by clarifying misconceptions or;
- by showing children their next steps for learning

Example Prompt (for children some way from meeting the learning intention).

He is a good friend because he never says unkind things about me.
Use this example, or try one of your own.

Scaffolded Prompt (for children working towards the learning intention).

Question: *Can you describe how this person is a good friend?*

Directive: *Describe something that happened which shows this person is a good friend.*

Unfinished sentence: *He showed he was a good friend when...*

Reminder Prompt (for children who have met the learning intention, or have the capacity to meet it, but need to improve their work).

-Give more evidence to show that this person is a good friend.

-State three ways in which this person shows they are a good friend.

Example Next Step for learning (for children who have met the learning intention and now need to work on a new skill in order to make further progress)

NS: when writing description, find a way of comparing what you have described to something else. This will allow you to use simile or metaphor.

Verbal Feedback (any of the above methods could be used with children who are unable to read the comments).

In this instance, a **V** should be written in the margin to indicate verbal feedback, followed by a short record of what is discussed with the child. The record should reflect how the child has been guided in understanding their own progress, or what the next steps for learning should be.