

## Marking and Feedback for Learning Policy

### Rationale

Marking and feedback is an integral part of teacher assessment in order to improve children's learning outcomes, and support them to make progress. This policy sets out how the Grinling Gibbons and Lucas Vale Federation ensures that marking and feedback has a real impact.

Effective marking and feedback should:

- recognise, encourage and reward children's effort and progress
- provide clear feedback to children about the strengths and areas for development
- direct children towards what they need to do to improve their work, and encourage them to strive to improve

### Marking and Feedback Principles of Best Practice

At Grinling Gibbons, we have agreed the following principles of best practice, in order to have the maximum impact on children's outcomes, while keeping the teachers' workload more manageable.

#### In writing:

1. Wherever possible, all marking and feedback should be given **at the time of learning, or just before the beginning of the next step in learning**. This is especially important in the EYFS and KS1, and with EAL children in KS2, or those who have SEND. At times, this will require teachers to specifically plan 1:1 or small-group conferencing, in order for this to happen.
2. Where verbal feedback is given, teachers must write VF next to the piece of learning that the feedback refers to and ideally, an annotation of one or two words should be recorded to summarise the key pointers for improvement eg 'capitals for names', 'make sense'. If appropriate, children from Year 2 onwards, should be encouraged to record this themselves using purple pen, which will serve as a reminder of the learning discussed.
3. The school uses a 'Green for Go' and 'Pink for Think' model for marking and feedback. To cut down on time spent marking, teachers are encouraged to use highlighters as follows: green to draw children's attention to those parts of the learning where they have met the learning objective or demonstrated good learning; and pink to indicate where the child needs to go back to the learning and respond in some way. This, along with a tick, or brief comment, should be sufficient in the Language Development books, where the focus is more likely to be on grammar, punctuation and spelling. In this way, we would not always expect to see that every piece of punctuation or spelling error has been corrected. However, the teacher, as the professional who knows each individual's strengths, must decide which areas for development are the greatest priority and should therefore be a focus for improvement. Feedback should always support the child to make progress.

4. Writing produced on a weekly basis in the Extended Writing books, however, will be marked in more detail. In order for the children to make and sustain progress, the emphasis for improving learning must be on the child – not the teacher. Where appropriate, teachers will give feedback against carefully-planned success criteria which have been shared with the children at the start of the lesson, and which should be stuck in the children’s books. This will support children with their self and peer-assessment, as they will be encouraged to refer to these criteria throughout the lesson, and tick the ones they feel they have achieved. In addition to the green and pink highlighting, teachers may choose to write an additional comment in green or pink, but this is optional.

The following code system must be used from Year 2 onwards, as appropriate to the age and stage of development of the child.

### Marking Codes

- sp = *a spelling you should know*
- p = *some punctuation is missing*
- t = *an incorrect tense*
- /\ = *a word is missing*
- // = *a new paragraph is needed*
- fs = *finger space*
- ? = *“What does this mean? – It doesn’t make sense.”*

In general, the symbol should be written by the teacher in the margin. This will help to train children to become independent and reflective learners, because they will have to look for mistakes themselves, before correcting them. For those children who can’t cope with this, ie the younger children, or those with EAL or SEND, the teacher may provide more specific feedback eg actually mark where the error is, or record which type of punctuation is missing. In addition, teachers may choose to write a specific comment in green or pink, as appropriate.

5. The skills of responding to feedback must be explicitly taught and children must be given time to respond to written feedback either during, before or at the beginning of the next lesson. At Grinling Gibbons, children use purple pens to do this, as well as to correct, or edit, their learning.
6. To support with all of the above principles, and to cut down on time spent saying, or writing out, the same feedback many times, teachers are actively encouraged to use their visualisers **in every lesson** to:
  - share and promote examples of good learning
  - display and discuss common mistakes
  - model how to correct learning or make improvements
  - demonstrate good self and peer-assessment
7. The most important thing, is that teachers look in children’s books on a daily basis to assess the learning, and to inform next-steps planning.

### In maths:

While the principles of marking remain the same, the following comments refer specifically to marking and feedback in maths books.

1. All independent learning recorded by the children, should be done in pencil, while all marking by the adult, is done in green pen:
  - a tick shows that the learning is correct
  - a dot indicates that the learning is not correct

2. The following maths-specific codes should be recorded by the teacher using the appropriate stamp, and these show the level of understanding demonstrated by the child:

*tick (as before) – ready for new learning*

*SR (support required) – child needed support to achieve this (support required)*

*FC (further consolidation) – child would benefit from more support/practice in this area*

3. All corrections completed by children should be in purple pen.
4. Where children are asked to demonstrate their reasoning skills, explanations should also be recorded in purple pen.

### **Marking in Science and the Foundation Subjects**

A balance of quality, and acknowledgement marking should be used for all other subjects. In each instance, the purpose of marking and feedback is always to support children in understanding their strengths and areas for development in that particular subject, however, where appropriate, feedback and marking should also take into account, relevant literacy points for improvement.

### **Peer and Self-Assessment (PA/SA)**

The self-correction of learning by pupils, be it either their own or a partners, is to be encouraged from an early age. Children should have regular opportunities to reflect on their own learning, as well as to give each other feedback on their learning, using the success criteria established by the class. Any PA comments made by children should be written in black pen with the child's initials recorded next to the comment.

Teachers should model what effective peer-feedback looks like by, for example, comparing and discussing two or more examples of peer-assessment and deciding which one was more effective and why, or by demonstrating and modelling using the visualiser.

Peer-assessment should always be reviewed by teachers. When it has been done correctly, the teacher should give a tick or write their initials to acknowledge that the PA comments were seen. Where the PA is incorrect or incomplete, teachers should address any misconceptions and point children towards any important points missed.



## **Monitoring of Marking and Feedback**

Samples of all books are monitored both formally and informally by the Senior Leadership Team, and both verbal and written feedback given. Wherever possible, formal book scrutinies are carried out alongside the teachers, and written feedback is given using the Grinling Gibbons feedback form.

In addition, phase leaders will monitor a selection of books for 1 pupil from each class weekly/fortnightly as appropriate and will feed back findings to teachers. Subject leaders are given leadership time to review marking and feedback in the books for their subjects.

This policy was updated in September 2017 following consultation with staff. It will be reviewed in July 2017.