



Villa Real School
together we achieve

Marking and Feedback Policy 2020

Responsibility: Louise Burns Date: February 2020

Signed and Adopted by the Governing Body:

Chair of Governors

Date: 02.03.2020

Date to be reviewed: March 2021

A learning objective should be set for each lesson. Marking should relate to this objective.

MARKING PRINCIPLES

Teachers spend a large proportion of their time assessing and marking pupils' and students' work. This time is spent most effectively when the following principles are applied:

SHARED PRINCIPLES

- It provides opportunity for prompt and regular written, spoken dialogue or signed communication with the pupil/student
- Teachers and pupils/students are clear about the learning objectives of a task and the criteria for success
- Teachers provide constructive suggestions about ways in which the pupil and student might improve his/her work
- Teachers agree the next steps with the pupil or student
- Teachers follow up the agreed targets with the pupil or student to see how far they have achieved them

TEACHER – CENTRED PRINCIPLES

- Teachers are selective in the aspects they choose to comment on
- Teachers comment on specific, positive aspects of the assignment
- Teachers recognise effort as well as quality; not in a vague or generalised way, but linking effort to specific skills or understanding
- Teachers use the information gained with other information to adjust future teaching plans

PUPIL AND STUDENT CENTRED PRINCIPLES

- Pupils and students are encouraged to comment on the work themselves before handing it in or discussing it with the teacher
- Pupils and students are praised when they focus their comments on the learning objectives for the task
- Pupils and students are given time to act on feedback they are given

SCHOOL – CENTRED PRINCIPLES

- Everyone's practice is consistent and in line with the overall policy on Assessment, Record-keeping and Reporting throughout school
- The Marking Policy is reviewed at intervals to ensure that it is understood by all new members of staff, that practice continues to reflect the School policy, and that everyone has the chance to share and develop practice further

Key: Make the time you spend marking beneficial. Base what you do on sound principles.

MARKING STRATEGY

Consistent whole school approach:

- Success criteria will be the criteria against which the pupil or students' work is marked against. Teachers and Curriculum co-ordinators need to monitor how pupils' and students' work is marked. Teachers and Curriculum co-ordinators need to monitor that assessment feedback and results really do reflect the learning intentions for tasks, topics and units of work
- Teachers across the School have agreed principles for marking (see Principles for Markings section)
- Teachers are aware that the audience for marking is the pupil or student. Effective marking will support and guide the pupils and students and therefore speak for itself, this will be recognised by whoever monitors or evaluates its effectiveness

PUPIL AND STUDENT FOLLOW-UP

- Follow-up is essential after marking: it is the crucial element
- If nothing happens following marking, pupils and students soon get to know that they don't have to respond in terms of improving their work
- Pupils will respond to every piece of work which has been marked using 2 stars and a wish

Key: The teaching team needs to establish, share, maintain and evaluate the routines it uses to give pupils sufficient time to read and act on the comment they receive.

FEEDBACK TO PUPILS AND STUDENTS

- Feedback for learning is a better description than simply feedback as it encompasses the processes of review and next steps
- Pupils and students must be clear about expectations – in talk partners they could explain the success criteria to ensure clear understanding
- Feedback must be given against the initial expectation
- The skills of responding to feedback must be explicitly taught ~~at KS1~~ and pupils and students must be given dedicated time to respond
- Feedback is necessary in order to support the pupils and students to learn better. Learning how to learn is the deeper issue, bringing profound and lasting benefits to pupils' and students' progress and attainment

Examples of feedback strategies include:

- Getting pupils and students to give their personal understanding of the learning objectives and what they need to do
- Promoting an exchange of comments between teacher and pupil or student (e.g. I'll tell you one good thing about your work, and you then tell me one...)
- Feedback sandwiches (positive, developmental, positive comment)

- Contextual statement: 'I liked your description of ... character' or Now/Next time..... or Interactive statement e.g. a question about the work
- Feedback will be teacher-to-pupil/student and pupil/student-to-pupil/student, involving dialogue. Pupils and students should be supported to move from 'I am proud of this piece of work because it is neat' to 'I am proud of this piece of writing because I used some very descriptive words.' The more pupils and students refer to learning objectives in their self-assessments, the more effective the teachers know their teaching is
- Feedback should be tackled carefully. Work on building confident relationships as a foundation for the risky business to being honest about what you think of pupils' and students' work, so that they can learn to be honest too
- School needs to work with parents/carers to explain changes to marking policy and practice. Help them engage with the use of targets as a way of bringing motivation and direction to pupils' and students' learning activity

Key: Be creative in finding activities that stop the pupils and students from seeing feedback as a dull judgement or nit-picking criticism, and help them see feedback as one of the ways they can work with you to achieve higher standards.

Feedback in written form – guidance on marking work:

- The purpose of individual pieces of work should be made clear
- How the work is to be assessed should be made clear i.e. the success criteria should be made explicit. Pupils and students should be quite clear what follow – up is expected to any piece of work: e.g. 'do corrections' or 'finish off', 'practise certain skills', 'develop the work in certain ways'
- Comments should focus on the success criteria already established. They should be positive in overall tone. They should be personalised
- A grade, score, level or code, if used, should be fully understood by the pupil or student
- Teachers sometimes correct single errors, but they should routinely look for opportunities to teach patterns. A good way of doing this is setting targets at work level (e.g. spelling or vocabulary), at sentence level (e.g. punctuation, structure, tense sense), or at text level (e.g. paragraphing, cohesion, introduction, developing, ending)
- When targets are used, they should be referred to in the marking of subsequent pieces of work, until the targets are hit. Targets give the marking focus
- Use targets as a way of encouraging the pupil or student to take ownership of their learning. Lesson objectives are usually defined by the teacher, but the pupil or student should have a real investment in choosing targets for improving her/his work

DEVELOPING PUPILS' AND STUDENTS' SKILLS IN ASSESSING THEIR OWN WORK

Do pupils and students know what makes a piece of work good?

Ask them:

- Do you know when you have done 'good' piece of work? Can you tell me what makes it good?
- When I write a comment or a mark on your work do you always know what I mean? Do you know why I do that? Do you always know what you need to do next/think about?
- How do you feel about comments? Are you sometimes surprised by the comments I make about the work you have done?
- Do you sometimes feel pleased with work you have done? Can you think of a piece of work that you felt you did really well? Can you remember why you thought it was good?
- Do you ever ask your friends what they think of your work? Does what they say help you? Do you ever compare your work to their work?
- When you do the next piece of work do you think back to what you did before, what you/your teacher/your friend thought about it and how you thought about improving it? Does this help you to do the next piece better?
- How can marking help you be even more successful in your learning?

How can pupils and students access their own work, self-correct and use self-correction to get better?

It is only when teachers are clear about what the expected learning outcomes of a lesson are, and when they share these with pupils and students, that they help pupils and students to apply assessment criteria to their learning. Therefore, every piece of work should have a Learning Objective written after the title.

GENERAL GUIDELINES:

Words we do **not** use in our marking (These words do not promote developmental marking)

- Remember to
- Don't forget
- Can you
- Think about

But, as it has a negative connotation of what is to follow

SPELLING:

When marking writing, teachers will underline, in green pen, no more than 3 spelling mistakes and write them at the end of the work. Appropriate words for teachers to identify are those from their phase's Curriculum word list or those from a previous phase, any phonetically regular words which could have been spelt using known graphemes, words that were provided as a resource or any high frequency words that should already be embedded as part of Choice or TEACCH time.

Children will copy these spellings 3 times.

MARKING PRINCIPLES AGREED IN EYFS/KS1 AND KS2

EYFS

- Mark all focused activities before being returned to the children
- All work is marked in green pen
- The level of help given should be annotated on every piece of work (appendix 1)
- There needs to be a piece of developmental marking for every piece of guided work, for English and Maths, for every child which will be developmentally appropriate. This takes the form of a star and a wish on the agreed proforma. This should be completed for every 3-4 pieces of work
- All children will be given success criteria/learning objective for their guided activities
- Date, title must be underlined
- Thumbs are used as AFL at end of carpet session for the children to self-assess their learning
- When a guided activity is practical, a photograph needs to be evidenced in their book and marked according to the policy
- We follow the School marking code

KS1

- Teachers and class staff mark all work in green pen before being returned to the children
- The level of support should be annotated on every piece of work (appendix 1)
- The learning conversation is key to show the impact of your marking
- When marking writing, teachers will underline, in green pen, no more than 3 spelling mistakes and write them at the end of the work. Children will copy these spellings 3 times.
- Spelling patterns linked to Read Write Inc should be corrected, especially if the words/patterns are displayed
- When a practical activity is carried out, a photograph needs to be evidenced in their book and marked according to the policy
- Marking codes must be displayed ~~on tables and~~ on the wall in each classroom. The children must be made familiar with these codes

KS2-KS5

- This policy applies to all subjects including RWI
- Teachers and class staff mark all green work in pen before being returned to the children
- The level of support needed should be annotated on every piece of work (appendix 1)
- Annotated marking must occur for every piece of writing. However, teachers must not ignore work where developmentally marking is required
- 2 stars and a wish should be used for every 3-4 **lessons** of work.
- Students should respond to these comments using a choice of pupil voice response slips
- Staff underline a maximum of 3 key spellings that the children have spelt incorrectly and the child writes the corrections three times.
- When a practical activity is carried out, a photograph needs to be evidenced in their book and marked according to the policy
- Date, learning objective must be underlined
- Marking codes must be displayed on the wall in each classroom. The children must be made familiar with these codes

MONITORING IMPLEMENTATION OF THE MARKING AND FEEDBACK FOR LEARNING POLICY

This policy will be monitored through: Regular scrutiny of pupils' or students' work (to be carried out by subject Co-ordinators), sampling books across subjects (to be carried out by the Senior Management Team), discussions with staff and pupils or students (to be carried out by the Senior Management Team), observations of lessons (to be carried out by the Senior Management Team and Leadership Team).

Governors monitor according to the Governors' Monitoring Policy of which work scrutiny is a part.

Appendix 1

Level of Support:

NH	No Help – you can do things on your own
SH	Spoken/Signed Help – you are helped by someone speaking or signing suggestions at you
GH	Gestural Help – you are helped by someone holding you and/or helping you to move
PH	Physical Help – you are helped by someone holding you and/or helping you to move
SE	Sensory Experience – you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste
ER	Experience Recorded – you are provided with an experience of the activity but are unable to take part