



Parklee Community Primary School

Enjoy, Engage, Empower

Marking and Feedback Policy

This policy needs to be read alongside other school policies including:

- Learning and Teaching policy
- Curriculum and planning policy
- EYFS policy
- SEND policy
- Assessment policy
- Homework policy
- Individual Subject Policies

This policy also should be read alongside the new National Curriculum in England (published Sept 2013) and other documents from the Standards and Testing Agency.

'At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills'.

1. Aims of Policy

- Provide consistency and continuity in marking throughout the school so that pupils have a clear understanding of teacher expectations.
- To set out our expectations for high quality but manageable feedback and marking.
- To provide a coherent picture of outstanding practice in marking.
- To provide positive reinforcement of the teaching and learning process.
- To use marking as a tool for formative ongoing assessment, ensure children are effectively challenged and visible progress is evident through a dialogue which aids progression.
- To give teachers, teaching assistants and peers the skills for effective feedback.

2. What is visible progress?

- Without any visible impact we do not know if marking has been effective.

- Use of green teacher marking and purple pen feedback is the first step only.
- We need to ensure the types of guidance we give impacts on the progress of the children and this can only be identified by the response.

3. What do we expect from children?

- Read and respond to the comments made by adults in their books daily.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti, doodle or scribble on or in books.
- DUMTUMS – Date, Underline, Miss a line, Title, Underline, Miss a line, Start.
- Take time to correct and finish off work where appropriate.
- Cross out mistakes using a pencil / pen and ruler.
- Use quality-writing equipment appropriate to the year group, consistently using either pen or pencil but not moving between them. Not use felt tip pens in workbooks.
- Use pencil for drawings or diagrams.
- Pupils should be expected to record the learning intention and date at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines.

4. How do we ensure that children will respond to marking?

- For marking to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the daily classroom routine it is essential that at the start of each session, children read the teacher comment from the lesson before and if appropriate respond to it in purple pen. Therefore marking needs to include questions that encourage a purple pen response. These should be related to the success criteria / fix-its or challenges of the lesson and, as far as possible, personalised to the pupil

5. How do we mark at Parklee Community Primary School?

To be effective the marking of children's work must be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. During focus group work marking is best carried out with the child present, although it is recognised that this can sometimes be difficult to accommodate.

- In order for marking to have the maximum impact it should focus on next steps or to further explore understanding related to the success criteria / fix-its /challenge. Attainment in relation to the learning intention should also be commented on but this will be in the form of a simple sentence or mark or symbol (*refer to appendix*)
- Pupil outcomes from every subject including handwriting need to be marked, though the manner in which this is done will vary from task to task, (see subject marking expectations).
- Homework set should be marked in line with the expectations of this policy. It is essential that homework is marked regularly to inform parents of pupil progress.
- The adult response to children's work may be oral or written feedback, which will be influenced by the age and level of the pupil involved. In the case of oral feedback the teacher must add a speech bubble to the piece of work indicating clearly that oral feedback has been given or comment on the discussion.

- Teachers should use green pen for marking children's work. Children respond in purple.
- Stamps, stars and stickers may be used to provide further specific encouragement and positive reinforcement.
- Teachers should indicate appropriate incorrect spellings for children to correct in all extended writing and regularly indicate correct grammar where it has been used incorrectly.
- Where work has been set by a supply or cover the teacher should indicate how the work should be marked and, in the case where this does not take place, class teachers will ensure that the work is marked according to school policy.
- In EYFS adults should systematically date and annotate descriptions or quotes related to specific areas of learning to enable a comprehensive profile of pupil work to be compiled. The assessment of work will be noted and next steps (NS) for the pupil will also be recorded in both maths and English books. As part of focus group tasks, a marking question should be posed and children should respond verbally, and when able, using purple pen response.
- Comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning target related or purple pen comment.
- It is expected that children are given regular opportunities to look back over at the comments made on a number of pieces of work to remind themselves of the progress or areas for development commented on.

6. What are the requirements for marking in each subject?

Each piece of work should have a date and where appropriate a learning intention and or success criteria / next steps for learning. Below this it should be indicated whether the piece of work is independent or supported.

Literacy

- Every piece of work should be marked against the L.I.
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.
- One piece of literacy per week (usually an extended writing piece) is focused, quality marked (inclusive of spelling and grammar). Within this piece of work, personal targets will be mentioned and an opportunity to edit and improve the piece of work. 'Tickled Pink and Green for Growth'
- One piece of work per week should be peer / self-assessed. In Upper Key Stage 2 (Years 5 and 6)
- Spelling tests to be self/peer marked in KS2. Test scores to be recorded by teacher only.
- Handwriting books to be light touch marked.
- In EYFS and KS1 it may be appropriate that the teacher has orally marked the work whilst working with individual children or small groups. This will be indicated by a speech bubble.

Maths

- Every piece of work should be marked against the L.I.
- Mental maths tests to be self/peer marked. Test scores to be recorded by teacher only.
- One piece of work per week should be peer / self-assessed. In Upper Key Stage 2 (Years 5 and 6).

- Day to day marking should be followed with a Fix-it or a Using and Applying Challenge to help close the gap and promote deeper learning.
- Presentation will be commented upon if required.
- In EYFS and KS1 it may be appropriate that the teacher has orally marked the work whilst working with individual children or small groups. This will be indicated by a speech bubble.

All other written work

- Every piece of work should be marked against the L.I.
- Day to day marking should be followed with a verbal or written supplementary comment/question to 'close the gap'.
- One piece of work per half term should be peer / self-assessed. In Upper Key Stage 2 (Years 5 and 6).

Non-written work

- Verbal feedback will be given during or at the end of each session.

7. How do I make marking manageable?

Marking can be time consuming but it is an *essential* part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies are used to make this workload manageable.

- Plan which pieces of work will be marked in depth (it is not expected that all work will be marked in depth).
- Some pieces of work can be marked with groups of children.
- Peer marking which has been modelled and taught to children.
- Balance 'active' teaching time with time when pupils can work with increased independence, facilitating marking time.
- Use the marking code/highlighter pens to support the quick marking of writing and allow time for written comments underneath.
- Refine time management skills and use time effectively e.g. during assemblies etc.
- Ensure work is marked regularly and promptly after completion, to allow for immediate assessment and feedback.
- As an effective and time efficient way to significantly extend children's learning in extended writing the following may be appropriate: Highlight in pink (Tickled Pink) up to three aspects of a piece of writing that shows achievement in relation to the stated learning intention or previous Green for Growth comment. The use of a highlighter pen is time efficient and effective.
- Encourage children to indicate when they feel that they have met a learning intention / work target by indicating with a traffic light spot in the margin or on the same line. This supports children to remain focussed on the Learning Intention throughout the duration of the activity and is an important form of self-assessment.
- Suggest a specific improvement – Green for Growth

Purple Pen Questions / Comments

Personalised quality feedback should be used frequently in all subject areas to extended learning and must be differentiated appropriately. When marking assess whether a piece of work requires clarification of learning or if this is a good opportunity to extend and deepen the child's learning. Marking should be against the learning objective and success criteria / fix-it / challenge. Successful achievement is highlighted in pink and areas for development are highlighted in green, with a corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Time is then given for the child respond to the written prompt, thus enabling them to 'close/ bridge the gap' and improve their work further. Consider:

- Can the children read your question? Have you used cursive handwriting?
- Can the children understand your comments?
- Do you allow them time to respond to your marking?
- Do you expect the child to be able to transfer your improvement?

Verbal Feedback

This means the discussion of work and direct contact with the child. It is particularly appropriate during focus group work and in EYFS.

A discussion should be accompanied by a comment in the child's book to serve as a permanent record for the child, teacher and parent. A speech bubble symbol should be used to acknowledge verbal feedback and response has taken place.

Peer Assessment / Self-Assessment

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning.

Pupil Self-Evaluation Prompts

Self-evaluation is rooted in good practice. To encourage children to evaluate their learning they may need prompts. For example:

I have learned to _____.	I get mixed up when I try to _____ I need help with this.
I found out that _____.	I found this hard because I don't know how to _____.
I have got better at _____ because I can now _____.	I needed to use _____ to help me.
My _____ is improving because _____.	I found this work hard. It would help me if _____.
I enjoyed this work because _____.	
My work is good because _____ but I could make it even better by _____.	

Maths

Challenge

- ✓ Can you label ___?
- ✓ Can you make up a question of your own to test a friend?
- ✓ Well done! Now could you try ___?
- ✓ What does ___ mean?
- ✓ Can you explain the steps you used to solve this problem?
- ✓ Is there a different way you could solve this question?

Reminder

- ✓ Can you check these? Don't forget to ___.
- ✓ Can you now try to complete this ___?
- ✓ When we add what happens to the number?
- ✓ Remember when we..... Now you try.....
- ✓ Can you explain what it is important to remember when....?
- ✓ What is the value of ___?
- ✓ What type of number is ___?
- ✓ When we divide a number does it get bigger or smaller?

Steps

- ✓ What do we mean by _____?
- ✓ What do you need to do now?
- ✓ If I have _____ how would I find _____?
- ✓ Firstly I have ___ If I then change X what will I be left with?

Example

- ✓ Could you try [give an example to have a go at]?
- ✓ What would happen if _____?
- ✓ If I change _____, how would your answer change?
- ✓ Look how I have worked this out using.... Could you try this with this question?