



Shakespeare

Primary School

Shakespeare Primary School
Marking and Feedback Policy
2017-2019

Marking and Feedback Policy

Marking and feedback is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers need to follow our agreed policy and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other members of staff about progress.

Effective Marking and Feedback

- For good and outstanding marking and feedback to take place, there are a number of 'ingredients' that we agree are needed. These are summarised within the non-negotiable 7 Ps:
- **Pitch** (to ensure accurately differentiated provision based on high expectation and appropriate challenge)
- **Purpose** (concerned with clarity of success criteria and the opportunity to correct errors and clear up misunderstandings)
- **Participation** (concerned with all pupils' active involvement and ownership in learning and assessment)
- **Persistence** (concerned with risk taking, "stickability" and resilience to challenge)
- **Pace** (teaching to maximise learning and progress)
- **Place/Personal** (to ensure children have ownership of their learning and progress, facilitating high quality collaborative learning)
- **Pleasure** (to celebrate success and recognise achievement and effort, leading to continued enjoyment and engagement in learning).

Principles

In order for marking and feedback to be most effective, it must be completed before the next lesson. The following principles must be carried out **consistently** across school and in **all subject areas**.

Positive marking and rewards

Positive marking seeks to highlight what the pupil knows, understands and can do, linked to learning objectives and personal targets.

Our strategies include:

- Giving stars/stickers/smiley faces
- Positive written comments
- Positive verbal feedback
- 'Stars of the Week' certificates
- Sharing good work with other teachers/adults in school
- Work being displayed

Sharing next steps in learning

In order to *accelerate progress*, at an appropriately differentiated level, next steps in learning and very clear guidance on how work can be improved must be shared with the child.

Although there are a number of strategies which can be used to provide feedback, staff should use their professional judgement to ensure that there are a balance of strategies used regularly and that these are age-appropriate and differentiated according to ability level.

These strategies must include:

- Use of marking ladders to ensure all children understand the success criteria. KS1 groups may only use 1-2 success criteria, *moving towards no more than 5 in Year 6.*
- Use of highlighters to visually show where the child has worked well and where the areas for improvement are. For consistency, the children should understand green for success ('Green for Go') and pink for next steps (Pink for Think). *Consideration should be given as to how much highlighting is used on each piece of work (i.e. not too much) and the balance between pink and green.*
- Use of marking symbols to highlight where a particular grammatical, spelling or punctuation correction needs to take place.
- Written feedback or verbal feedback {V}, clearly explaining where a child has worked well and what the next steps are.
- In KS1, where visual clues are more appropriate, there will be a consistent approach to the use of highlighters. Other strategies will include a tick and a green dash at the bottom to say what they have done well and steps to show what their next steps are.
- Teachers should ensure that their marking comments give the children the opportunity to be actively involved in improving their work. Instructions should be specific and *activate their thinking*. They should include: *scaffolding sentences, rewriting sentences so they are correct, editing and improving sentences.*

Corrections

- The teacher must ensure, at an age and ability-appropriate level, that ALL corrections are carried out and any missing work is completed.
- Time should be given at the beginning of each session to complete corrections, whilst ensuring that the pace of learning for the lesson is not adversely affected. Additional or lengthy corrections should be carried out in an intervention session.
- Children should use green pencil (at an age and ability-appropriate level) to complete corrections, edit and improve or comment on their work. Children in Y2 will be correcting their learning in reading and writing from the start of the year and in Year 1, towards the end of the year where appropriate. *KS2 will use a green pen for this.*
- If a child is repeatedly making the same mistakes after marking and feedback was given, *another strategy MUST* take place to ensure the child understands and continues to make progress.

Assessment

- When support staff are working with a group, they should use the marking policy and record additional comments and observations to allow both the child and the teacher to know the successes and next steps.
- In Early Years classrooms, staff will *record verbal feedback and next steps on the on-line profile system as well as verbal feedback for the child.*
- Staff should indicate where a piece of work has been supported {S}, is independent {I}, or has been adult or child initiated.
- All marking should be carried out using purple pen.

Marking symbols



Verbal Feedback



Independent work



Supported work



Worked in a guided group



Next steps



Word omitted