

# Sherwood Primary School

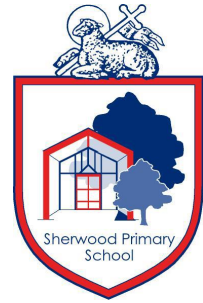
## Marking and Feedback Policy



May 2020

# Sherwood Primary School

## Marking and Feedback Policy



### Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Sherwood Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventurous
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Aims

This policy complements the Learning and Teaching policies at Sherwood Primary School. It is a vital component in maximising the full learning potential of all our children.

### Principles

Wherever possible, children are involved in feedback and marking practices encouraging a dialogue for learning between children and adults

- All adults working with children should give feedback on their learning
- The manner in which feedback is given reflects the positive, but rigorous, learning culture of our school
- Feedback may be written and/or oral
- It may be immediate or reflective (i.e. working with the child or marked away from the child)
- Children are given opportunities to respond to marking and feedback as soon as possible after it has been given

- Feedback identifies where children have been successful in their learning and highlights areas for improvement or extra challenge
- When giving feedback, it is important to be aware of the difference between careless mistakes and errors resulting from misunderstanding
- Feedback and marking predominantly focuses on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's age-related expectations
- It takes into account children's targets and their progress towards these
- Feedback and marking also provides positive feedback and promote high expectations and engagement in learning

## Special Educational Needs

Children with Special Educational Needs have access to the full curriculum. Tasks are adapted and differentiated where necessary, so barriers are broken down and children can succeed. It is essential that feedback and marking provided is fully understood by the child. This will mean that for some children, strategies of feedback are also adapted and personalised. Strategies include extended verbal feedback or a pictorial representation of next steps.

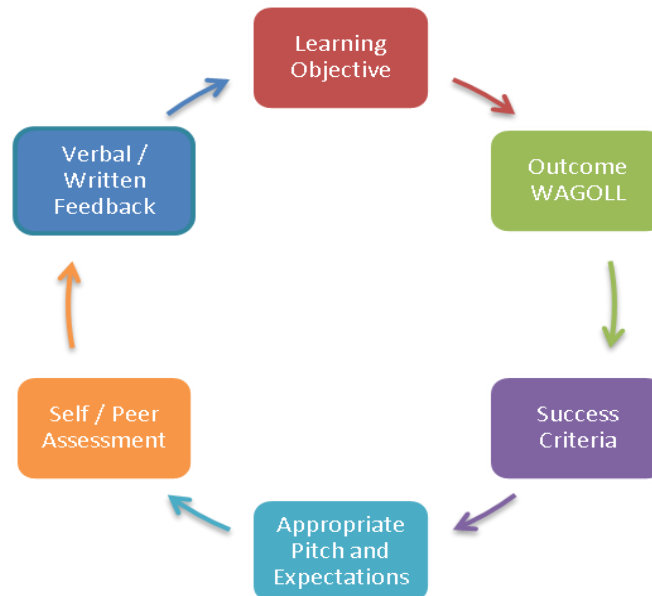
## Equal Opportunities

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

## Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; appropriately differentiated learning activities etc.)
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries/mid lesson learning stops give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson and over time. It is important that these do not disrupt the flow of learning or prevent children from achieving an appropriate outcome to the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B) and encourages them to be active participants who take responsibility for their own learning
- Feedback and marking given will inform planning for learning



## Marking Strategies

Approaches:

- **Verbal feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms:
  - Annotated notes on plans
  - Observations in Learning Journals
  - Summary notes on children's work or symbol, ie VF in KS2
  - Summary notes written by pupils
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see above)
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.
- **Target Setting** – Targets and next steps are regularly provided, ensuring children are clear about how they are to improve, or consolidate learning. These are consistently referred to and addressed.

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments?
- **Self –assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work) Children should be encouraged to continually look to improve their work and learning.
- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B) when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B)

In the document "A marked improvement? A review of the evidence on written marking" by the Education Endowment Foundation, the difference between careless mistakes and errors of misunderstanding are highlighted. It is suggested that careless mistakes are identified but not corrected (the pupil should be able to do this for his/herself) but that the errors in misunderstanding may be best addressed by providing hints or questions which lead pupils to the underlying principles/concepts eg. with the use of 'closing the gap' prompts.

## Prompts

At times, children will be asked to follow up a task through marking, with a circled '?' symbol.

### Closing The Gap Prompts:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure
- **Example prompt** – this is the most detailed support and gives children examples from which to choose

### Eg. LO: to use adjectives to describe

**Reminder prompt:** You have described what your monster looks like. Use adjectives to tell me more about what type of monster it is?

**Scaffold prompt:** What kind of monster was he? Change 'bad' for a word which makes him sound scarier.  
He was a ..... monster with teeth like.....

**Example prompt:** Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

### Eg. LO: To identify the calculation needed to solve a problem

**Reminder prompt:** You've used addition to calculate the correct answer. Use multiplication to work out repeated addition.

**Scaffold prompt:** 3 bags of sweets at 25p each. Instead of  $25+25+25=$  You could calculate  $25 \times ? =$

**Example prompt:** 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:

$$6 \times 10 = \quad \text{or} \quad 10 \times 6 =$$

## Expectations

- Each piece of work will be marked by an adult. Any work assessed by pupils will be commented on by an adult
- All work will be marked by the next time that book is used in that particular subject
- Detailed feedback and marking will be given at least weekly for English and Maths.
  
- In English
  - Reading journals will be marked.
  - Short writing opportunities will be marked.
  - Longer and independent writing opportunities are all marked in detail.

### Grammar, Punctuation and Spelling

Grammar and punctuation should be corrected according to the standard of attainment at which the pupil is working, which will be age related expectations for most pupils.

High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment at which the pupil is working, which will be age related expectations for most pupils. Pupils will be asked to correct no more than three misspelt words, writing the correct spelling three times.

In topic work, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books.

- In maths, correct answers will be ticked. Incorrect attempts will be marked with a dot or a small cross and misconceptions dealt with by teacher with pupil as soon as possible (if possible, during the lesson). Use of 'C' for corrections is used in Years 2-6.
  
- In other areas of learning
  - Feedback and marking needs to acknowledge progress towards the learning objective
  - When writing across the curriculum has taken place, this needs to be marked with the same rigour as any longer/independent piece of writing.

### **Pupils will be given time to respond to any improvement comments in their work.**

- 'Improvement marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.
- Comments will be positive, including the areas for improvement / development.

## Approval

Approval date: May 2020

Review date: May 2022

Signed (Headteacher):

Signed (On behalf of the Governing Body):

## Appendix A – Marking Codes and Non-Negotiables

**Stamps, stickers** and **smiley faces** to be used to encourage, acknowledge good work and learning objectives achieved.

Anyone marking work other than the class teacher must initial the work they have marked.

### Marking Codes

**VF** – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

**I** – independent work completed by the child

**S** – support given (Adult to initial)

**G** – guided group work

**T** – Target to be addressed by child and followed up by Teacher

**?** – Response or activity from child required

**C** – Correction to be completed (usually in Maths)

**Sp** Spelling mistake – sp over the word, correction in the margin

**P** punctuation

**G** grammar

**/** new line

**//** new paragraph

### Marking Policy Non-Negotiables

- All work is marked in red or green pen (choose one colour and be consistent).
- Include a positive comment and a point for development (target) as appropriate.
- Refer back to the development point in future work as appropriate.
- Year 2-6 children write simple and short lesson objective (LO) as the title in order to emphasise learning.
- Ensure teacher presentation sets an excellent example for the children.
- Marking ladders are to be used at times - personalised and used during units as appropriate.
- Write 'Please discuss' if you require the child to come and see you regarding the work.
- When identifying spelling errors, focus on those that should be known, or the current focus. Children may be asked to copy this out at times. (Sp)
- When marking a final piece of writing (e.g. end of unit), ensure only key errors are identified. The piece should not be covered in teacher marking.



## Appendix B – Self and Peer Evaluation Prompts

These prompts should be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

**I liked .....**

**I learned...**

**I think I will...**

**I never knew...**

**I discovered...**

**I was surprised...**

**I still wonder...**

**I have learnt....**

**Next time I could.....**

**I now know.....**

**I found..... difficult because.....**

**I solved..... by.....**

**The best example of ..... is .....**

**I like the way you.....**

**..... is effective because.....**

**You could make your work even better by .....**

**Have you thought about.....**

**If we look at the success criteria we can see.....**

**Next time you could.....**

## Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare & contrast two pieces of work
- Author reads to editor (children will not make written comments on each other's work)
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

## Peer Marking Agreement


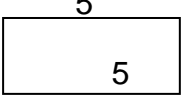

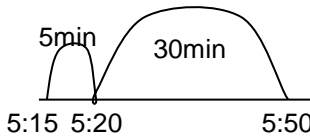
*Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:*

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.

*(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)*

## Appendix C – Closing the Gap Marking Prompts - Examples

Reminder Prompts	Scaffolded Prompts	Example Prompts
<p><b>LO: To describe a character</b></p> <p>You have begun to build a picture of your monster, but tell me more about what type of monster he is.</p>	<p>What kind of monster was he? Change 'bad' for a word which makes him sound scarier.</p>	<p>Instead of the word 'bad' you could use:</p> <ul style="list-style-type: none"> <li>• Terrifying</li> <li>• Ferocious</li> <li>• Spine-chilling</li> </ul>
<p><b>LO: To choose the operations needed to solve a problem</b></p> <p>You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.</p>	<p>3 bags of sweets at 25p each. Instead of <math>25+25+25=</math> You could do <math>25x ? =</math></p>	<p>6 bricks at 10cm high. Instead of the repeated addition you could try multiplication <math>6 \times 10 =</math></p>
<p><b>LO: to describe a setting</b></p> <p>You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?</p>	<p>You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?</p>	<p>How did the sun shine? Could you use any of the following:</p> <ul style="list-style-type: none"> <li>• The sun shone brightly</li> <li>• The bright sun cast its glistening rays over the earth</li> <li>• The sun's rays sparkled through the trees</li> </ul>
<p><b>LO: to use appropriate symbols in simple formulae</b></p> <p>The = sign has been used correctly in these number sentences. Remember that &lt; means 'less than' and &gt; means 'greater than'</p>	<p>Is <math>(10+5)-6</math> greater or less than <math>(10-5)+3</math>?</p>	<p><math>(10+5) - 2 &gt;</math> (is greater than) <math>(10 - 5) + 6</math> but <math>(10 +5) - 2 &lt;</math> (is less than) <math>(10-5) + 9</math></p> <p>Have another go at the ones I have highlighted.</p>

Reminder Prompts	Scaffolded Prompts	Example Prompts	Open Ended
<p><b>LO: to explain the pattern for a sequence of numbers and work out the next few numbers in the list</b></p> <p><b>Work out the pattern first:</b></p> <p>+3 +3 +3</p>  <p>3, 6, 9, 12, 15</p> <p>_____</p>	<p>Can you explain this pattern?</p> <p>25, 22, 19, 16</p> <p>What would be the next two numbers in the pattern?</p>	<p>4, 8, 12, 16,</p> <p>Circle the next number in this pattern:</p> <p>18, 24, 14, 20</p> <p>Explain how you know that 20 would be the next number in this sequence.</p>	<p>Can you create your own sequence and explain the pattern?</p> <p>Create your own sequence with 5 in the middle.</p> <p>How many different ways can you do it?</p> <p><input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p>
<p><b>LO: to solve problems involving calculating a perimeter</b></p> <p><b>To find the perimeter..... Remember: perimeter is a measure of the length or distance around a shape.</b></p>	<p>Find the length of each side</p>  <p>Add all the sides together.</p> <p><math>2 + 5 + 2 + 5 = 14</math></p>	 <p>What would the perimeter of this regular shape be... Why?</p> <p>20, 30, 40,</p>	<p>If the perimeter of my rectangle is 24 cm, how many ways can you draw it?</p>
<p><b>LO: to work out how long it takes to do something if I know the start and end times</b></p> <p><b>Remember there are 60 minutes in an hour not 100.</b></p> <p><b>Try question 3 again.</b></p>	<p>This time line calculates how long it is between 5:15 and 5:50.</p>  <p>Can you work out how long between 6:10 and 6:55?</p>	<p>Use a time line to work out how long is it between 10:40 and 11:15?</p> <p><b>35min</b></p> <p>Is it: _____</p> <p>1 hour 35 mins, 75 mins, 35 mins</p>	<p>If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end?</p>