



The Carlton & Faceby and Bilsdale CE Federation

Marking and Feedback Policy

Adopted by	Governing Body
	Signed: <u>John Ford</u> (Chair of Governors)
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The Carlton & Faceby and Bilsdale CE Federation

Marking and Feedback Policy

All forms of marking and feedback are crucial to the success of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going.

Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

'Feedback is one of the most powerful influences on learning and achievement'

(Hattie and Timperley 2007)

Marking and Feedback at The Carlton & Faceby and Bilsdale CE Federation

We believe that the process of marking and offering incisive feedback should be provided in the moment, it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.

Teachers and teaching assistants should promote children's self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning.

Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking in the moment and they will swiftly adapt their teaching accordingly.

All staff will note errors that are made by many children and use them to inform future planning. Teachers and teaching assistants will make and distinguish between mistakes and errors. An error occurs when answering a question that a child has not mastered and understood and requires swift intervention. Mistakes can be identified by an adult or child and should be self-corrected by the child.

Marking and Feedback

Marking	Purpose
Marking in the moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.
Improvement marking	Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning.
Self and peer assessment	Autonomy is given to the children. Differentiated success criteria may be used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward. Teachers will acknowledge the marking completed by the children.
Learning acknowledgement	All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should explicitly taught to enable children to identify their own mistakes and correct accordingly.
Gap tasks or 'next steps'	Gap tasks should be provided to securing student's learning, supporting them how to deepen their knowledge and to enable them to improve their performance. These should be provided as necessary for all subjects, with a minimum of once per week for English and maths and once per thematic unit for all other subjects with written outcomes.

Non-Negotiables - Marking

The 'In the Moment' marking approach is adopted to enable all children to receive effective and instant feedback to feed forward. Verbal feedback and dialogue should be embedded within every session.

It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis, not necessarily in every lesson.

During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging a Growth Mind-set, resilience, striving for accuracy and children's learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the children's work. Marking in the moment in the form of ticks to indicate correct answers or a cross to indicate areas for improvement or identified mistakes, should be pointed out to the children within the lesson to enable children to take greater ownership to correct through self-regulation.

When marking 'In the Moment':
Dates and titles are checked and children are given the opportunity to correct, if required
Marking is focussed on the lesson objectives and success criteria
Verbal feedback to children will provide opportunities to self-regulate, address misconceptions in the moment and move learning forward through opportunities that lead to depth of understanding
Marking should be clear, legible and follow the school's handwriting policy
Marking is used to support the day to day assessments of learning so that difficulties are identified immediately and misconceptions are addressed in the lesson
Children's work will be acknowledged with ticks or crosses, as appropriate
Where 'In the Moment' marking has occurred, the book should be labelled with 'VF' indicating verbal feedback has happened

Across all lessons, there should be a greater emphasis on 'In the Moment' marking, however sometimes, for whatever reason staff will be unable to mark in the moment or there is some work that has not been marked in the moment.

Where 'In the Moment' marking has not taken place, the following post lesson marking should occur:
Dates and titles should be checked to ensure that habitual errors are not being made
The content of the learning should all be read in detail and check against the lesson objectives and success criteria (differentiated accordingly) for accuracy
A short, written acknowledgement <i>e.g. Super effort, Jack or sticker (where appropriate) and a tick or a self or peer assessment</i> will acknowledge the children's learning efforts and outcomes in their books
Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly

Marking colours:

- Children's work should be marked by staff in **green**
- When children are responding to marking/feedback, this should be completed in **purple**. For calculations in maths, the calculation should be completed in pencil and the answer underlined in purple, using a ruler
- Children's corrections/edits/responses should be marked by staff in **red**

Marking in specific subjects

Maths	<ul style="list-style-type: none">• All pupil calculations are to be marked with a greater emphasis on effective 'In the Moment' marking and opportunities for self-marking across lessons.• Where an answer is incorrect, children must be given time to find the mistakes in their calculation and correct this themselves.• Incorrect calculations should be corrected at the bottom of a piece of work rather than rubbing out the original calculation• Where a child has made a number of mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review• Where children have no errors, they may be asked to complete a next step in order to deepen understanding, when appropriate, that will be given verbally and may be displayed on the interactive whiteboard.• The children will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers. Children should be encouraged to self-correct calculations when errors have been identified• The children will be given opportunities, when and where appropriate, to use a calculator to check their calculations.• Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.
English/extended writing	<ul style="list-style-type: none">• When marking learning in English, staff are expected to mark in detail one paragraph or several questions of the children learning and then check the remainder• In KS1, common exception or subject specific misspelt words will be underlined and the correct spelling will be written above the word. Between 2/3 spellings should be identified by the teacher and/or additional adult to be written at the bottom of the children's work for the child to rewrite.• In KS2, misspelt words will be underlined. Children will be expected to find the correct spelling of the misspelt words themselves. This may be done in the lesson or children will be provided time to do it before the start of the next lesson• In EYFS and KS1 and where children have an identified special educational need, all staff to mark spellings in accordance to children's phonetic stage.• Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined twice and corrected in line with spellings• Where punctuation is missing, a circle will be used to indicate that something is missing and the children will be asked to check their work to identify the missing punctuation for their whole piece of work.• Where teachers would like a child to improve a sentence or short paragraph in order to move learning forward, a sentence may be underlined, highlighted or a * will be added in the margin next to the section of work to be improved,

	<p>then a line will be drawn or * added at the bottom of the children work, the children will then be given verbal instructions about what they need to edit and/or improve.</p> <ul style="list-style-type: none"> • Where children are self or peer assessing, they should be encouraged to mark a paragraph in line with the policy for teachers (this will then be checked by the teacher for accuracy) and then a self or peer assessment will be made. • In Extended Writing, the first draft of a final piece will be a self or peer marked, children will be asked to mark one paragraph in line with teachers and use a variety of self or peer assessment criteria provided by staff to mark against. The final draft will be marked by the teacher, with one paragraph marked 'in depth'.
Other subjects	<ul style="list-style-type: none"> • Staff should ensure effective intervention marking in the moment and give verbal feedback in order to deepen children understanding during the learning. • All subjects will be marked in line with the above expectations • In PE feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment. • Feedback in art and design will be verbal and criteria assessed next to learning targets by whoever is leading the children's art sessions to inform future planning and assess levels of attainment. Post it notes can be used when to provide feedback that can be put with the child's work

Editing/Improving Work

From Year 2, time each week will be dedicated to the children editing or improving their own work. Teachers will develop the children's ability to become independent learners, self scaffold and give them autonomy in developing and improving their work.

This time can be used in a variety of ways:-

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the children
- The teacher identifies a piece of work that they would like the children to proof read and edit before marking
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the children are given quality time in order to have the opportunity to show this in their work
- Children use the success criteria from the lesson to improve a piece of work at another time during the week where the children can focus on being the reader rather than the writer
- The children can work independently or with a partner to edit and improve their own or the work of their peer
- It is important that when children are asked to edit and improve their work they read their work aloud

- The children read their work aloud primarily to 'listen' to it - to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there are any obvious mistakes - such as words omitted or mis-spellings.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment, this will support children in receiving immediate feedback which they can respond to.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis.

Children should be encouraged to review their own or another child's work, and the teacher will support this process. This will ensure children are encouraged to assess their work and self-reflect at each step of the learning process.

In addition, the children could indicate where they think a particular building block has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular building block has been met.

Provide voiced remarks regarding general points, such as common mistakes or setting out, to the whole class or group.

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.