



## **Collierley Nursery and Primary School**

### **Quality Feedback and Marking Policy 2019 – 2020**

*At Collierley Nursery and Primary School high expectations of learning, behaviour and respect for each other underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.*

**Date: September 2019**

**Approved by Governors:**

**To be reviewed: Sept 2020**

## Quality Feedback and Marking Policy 2019/20

### INTENT

**At Collierely Nursery and Primary School we believe a successful quality marking and feedback policy will contribute to all children being active participants in their learning and to the raising of standards.**

### IMPLEMENTATION

#### Effective Feedback should:

- Be provided in a timely manner
- Provide clear information to children about the strengths and weaknesses of their work and
- Recognise, encourage and reward children's efforts and progress.
- Encourage children to strive and improve
- Direct children to what they need to do to improve their work and the next steps they need to take
- Help parents/carers understand strengths and weaknesses in their children's work

### IMPACT

#### Why do we mark children's work?

- To help teachers monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning
- To provide helpful feedback to children so that:
  1. their needs are identified and we can discuss with them what they find difficult and the next steps they need to take
  2. their achievements are recognised thus giving encouragement and building confidence
  3. to show that individual learning tasks are valued and to praise
  4. to ensure set tasks have been carried out to an expected standard

#### It will also ensure:

- Continuity and consistency in our approach to the children's learning and written outcomes
- To make expectations clearer to pupils, teachers and parents
- To provide a model that pupils can use themselves when assessing their own work

## **IMPLEMENTATION of Collierley Nursery and Primary School Marking and Feedback Policy**

- Children are made aware of the Learning Challenge LC and success criteria SC/Top Tips for each lesson as set out in short and medium term planning or as drawn together by the class during the lesson. This could involve children being encouraged to formulate the TOP TIPS.
- Within lessons teachers are impacting on the improving standards of all children and are not static with any one group of learners, individuals or working at their desks.
- Where verbal feedback is given the teacher marks V with a word of what has been discussed eg paragraphing, spelling, punctuation and then the impact of the interaction is seen clearly below the V. In lessons there may be more than one V.
- Questions are used to extend children's learning and children are given time to reflect and answer these questions (written and verbally in all subjects).
- Feedback given orally will identify successes as well as offering areas for improvement with examples where appropriate.
- If work is unacceptable due to lack of effort, responsibility for representing it is returned to the child. We say that we know they are capable of more than was shown in the piece of work and instructions for improvement are given by the teacher. We ask the children how their work can be improved and encourage them to act on this.
- Paired marking/response partner work is developed and encouraged throughout key stages and children become more able to 'mark'/improve exemplar pieces of work, their partner's work and their own work and must always refer back to the LC and Success Criteria or TOP TIPS.
- Self-evaluation skills are taught and encouraged frequently (e.g. in plenary sessions/ frequent reference to the SC/Top Tips part way through extended tasks) to help children learn more effectively through reflection and evaluation.
- Teachers use lessons as the essential time to address misconceptions which are evident through children's work. Where misconceptions are shown by individuals or a limited group of pupils teachers may address this
- Children are given time to 'correct' mistakes regularly within lessons. It should be clear which areas are corrections/extra practice of errors (e.g. completed in a next to error and not rubbing out) for monitoring and development purposes. They also understand that this process involves re-writing the correct answer or re-do the question.
- Detailed marking or Deep Marking is only used for significant pieces of work e.g. longer pieces of writing, assessed pieces of work, topic projects. The expectation of this is no more than once a half term and that children must have time given to discuss the deep marking and next steps given for this to be effective.
- Most marking will be completed within the lesson with the child present (this should always be carried out with Pupil Premium children present) – it will include the effort grade, target achieved symbol and any two ticks for areas of strength.
- At the end of the lesson the teacher will mark at a distance and before the next lesson if work has not been marked within the lesson. If any immediate concerns are identified they will impact on the structure of the next lesson.
- **Within key stage 2 all children use a red pen to edit their own work.**

## **Feedback**

We believe that the most effective feedback is that given to children whilst focussing on a given task and can come in various forms. Verbal feedback plays a huge role in motivating and supporting all children and should be used frequently to allow children to act upon this immediately.

Wherever possible, marking will take place with the children. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

Marking is only of value if comments are read and responded to.

## **Questioning**

Deep level questioning is used across all curriculum areas to extend children's thinking. The questioning used will take into consideration the stage of learning of the child/group and will encourage them to evaluate their learning in order to make further progress.

Questions may be written as feedback. Teachers must give children time to answer these questions either in writing or verbally.

## **Self and peer marking**

This may be used during a lesson, for reflection/evaluation purposes; at the end of the lesson or as part of a separate focused marking lesson. The piece of work should be clearly marked (SM= Self Marked, PM= Peer Marked). All children are taught the skills of giving constructive feedback, the value of this and how to be a 'critical friend'. They are also given sufficient time to be able to complete this effectively.

## **Children editing their own work**

This should be evident and should be carried out in a number of ways such as; in response to teacher comments or marking, as a result of reviewing work against the success criteria or through peer marking. Editing is not to be done for every piece of writing. It is a teacher's judgement as to when this should happen, however it's also important that it is happening.

## **Marking and Feedback in English books**

English and class books are not portfolios of the children's writing; they should show examples of shared writing, guided writing and independent pieces - some of which have been reviewed and improved. There must be evidence the four styles of writing: writing to entertain, writing to inform, writing to persuade and writing to discuss. The emphasis should be writing to entertain.

## **Deep Marking in English – to be completed half termly**

When using deep marking on one piece of extended writing a half term comments need to move the children on. The 'end of year' expectations will be used to establish the next steps for the child in conjunction with the statutory requirements of the National Curriculum. When targets are set it must be possible for them to be applied to the next piece(s) of writing.

In order for this to be effective teachers must build in sufficient time for to read their feedback, discuss this with an adult and/or peer in order to ensure that they fully understood what is expected of them and are ready to move on in their writing skills.

### **Foundation Subjects Marking**

When marking English-based work in foundation subject books, marking will be against the objectives for the foundation subject such as history or geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case the teacher will always challenge the child to improve their work ensuring high expectations at all times.

### **Marking and Feedback in Mathematics**

Teachers are expected to adhere to the school's marking policy when marking books and refer to the presentation of written learning outcomes policy when guiding children on presenting their work. "Marking" is taken to mean the process whereby a teacher looks at a piece of pupil's written work, examines it for errors, misconceptions and/or conceptual and procedural fluency and responds in some way either in writing, speech or action. The key time in which teachers mark the children's maths work is following the direct teaching input and in the recess before the independent practice time. Teachers use this time to identify any misconceptions that require immediate addressing with the whole class, groups or individual children. These are addressed immediately the same day whilst the remainder of the class complete their independent practise.

Formative assessment which supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically.

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming.

### **Marking guidelines**

It is important to distinguish between slips and errors that show a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when pupils are encouraged to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take different courses of action
  - where one or two pupils are making the mistake, tackling it individually as soon as possible;
  - where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class
- Pupils must be taught how mark their own work as well as that of their partners.
- Immediate verbal feedback is key to improvements being made and high quality conversations between teacher and pupil/pupils.

## **Evidence**

- If interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention, efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress is not necessary.
- *Next steps or targets should only be used where appropriate and not automatically for each piece of marked work. There is no need to give pupils individual targets.*
- Teaching for mastery materials (questions, tasks and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will ensure that learning is likely to be both sustained over time and built upon in the future.

## **Marking and Feedback in Science**

Teachers are expected to adhere to the school's marking policy when marking books and refer to the Presentation of Written Learning Outcomes Policy when guiding children on presenting their work.

Science books should include a variety of work from each topic. All science lessons should demonstrate an integral link between science knowledge and science skill and this should be evident throughout the science books. Each topic should demonstrate the progression of knowledge whereas the science skills should show progression both throughout a topic and across topics and year groups.

## **Marking and Feedback in the Foundation Stage**

Children's ongoing formative assessments are at the heart of effective early years practice. Foundation Stage staff at Collierley Nursery and Primary School observe children as they act and interact in their play, everyday activities and planned activities. Staff analyse the observations to identify precise next steps using the guidelines set out in 'Development Matters.' Significant observations are recorded in Tapestry and shared regularly with the children, parents/carers. Next steps are made explicit in ITMP planning and made evident to the child through individual or group activities and interactions.


## **Monitoring and evaluating this policy**

This policy will be monitored through further consultation with staff and through the planned reviews. Children's books will be monitored by the Leading Learning and Teaching Team and subject leaders, where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

- *Monitoring, through work scrutiny, will take place to ensure a consistent whole-school approach.*
- *Some summative marking includes a level (and grade where appropriate). There are regular opportunities for moderation so all staff have an accurate & consistent understanding of progression through the curriculum.*

## Marking Code

This code is to be used when marking ALL work the children complete and should be stuck in on the inside of the front cover of books for reference by the children.

Marking and Feedback Explained		
Marking Code	Marking Code Explanation	
✓ ✓	Super! Well done!	
R & I	Re read and Improve this section.	
Sp	Spelling mistake in this line	
P	Punctuation error to be corrected in this line	
CL	Capital letter error	
^	Word missing	
VOC	Make a more advanced word choice	
//	Start a new paragraph	
T	Tense error	
G	Incorrect Grammar	
V	Verbal feedback given – improvements should be evident after this. The area focus of improvement should be given after the V eg V – P would show that the area for development was punctuation. V - // would show that the area for development was paragraphing	
SM	Self Marked	
PM	Peer Marked	
	Target Achieved	
Effort Grade		
A - Excellent	B - Good	C – Could do better

## Presentation Reminder

- ✓ Use neat, joined handwriting.
- ✓ Use a handwriting pen when writing, if you have a pen licence.
- ✓ The full date and LC should be underlined in pencil using a ruler.
- ✓ Cross out any mistakes neatly with a single line.
- ✓ Always use a pencil in maths books.
- ✓ Diagrams, drawings and lines should always be completed in pencil.