Edith Cavell Primary School

Marking & Feedback Policy

Signed:_____G Bishop_____   Chair of Governors

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Date:_____October 2020_____

Review date:____October 2023_____

EDITH CAVELL PRIMARY SCHOOL

MARKING, FEEDBACK, SELF AND PEER ASSESSMENT POLICY

Edith Cavell is committed to providing relevant and timely feedback to pupils, both orally and in writing. As marking is an integral part of assessment, ultimately contributing to data for whole school summative reporting, this policy should be used in conjunction with the Assessment Policy. We aim to provide a system that is fair, consistent and continuous across each stage within our school. Marking will monitor progress, inform planning, be diagnostic by gauging understanding and developing understanding and enhance children's learning by offering guidance on how work can be improved. Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the self-assessment process. We aim to mark positively whenever possible to enhance self-esteem and confidence.

Principles

Marking and feedback should:

- be manageable for teachers and accessible to children;
- provide consistency and continuity in marking throughout the school;
- provide clear feedback to children, relating to the learning objective, targets and success criteria;
- provide clear advice and strategies for improvement and next learning steps;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement;
- allow specific time for children to read, reflect and respond to marking as appropriate to their age;
- respond to individual learning needs: e.g. marking face to face with some and at a distance with others;
- inform future planning and group target setting;
- use consistent codes across the school;
- show children that their work is valued and purposeful;
- ultimately be seen by children as a positive approach to improving their learning;
- take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

All teachers will adhere to the above principles and:

- Provide regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Ensure steps to success are clear through success criteria so that all children can achieve
- Involve children in the process from an early stage
- Ensure children are clear about the teachers' expectations
- Ensure comments are written in continuous cursive script that is legible and a model for the child
- Use children's work as exemplars

Responding to children's work
Children's work needs to be marked in a colour that can be clearly seen. Marking by teaching staff will be completed in green ink, TA's will use blue ink.

The school makes use of various forms of marking and feedback:

Verbal Feedback:

Edith Cavell Primary School recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning objective and their success criteria and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. The work will then be ticked and annotated with the letter "**V**". Children of all ages need verbal 'on the spot' feedback from time to time, but this is particularly important in the early years and KS1 where children may be unable to read a written comment. Teachers can use the prompts (Appendix 5) to challenge thinking further and encourage the children to reason. The children can use the sentence stems (Appendix 6) to help them to verbalise their reasoning. These should be on display in the classroom to scaffold the children's responses as part of our non-negotiable expected good practice expectations.

Written marking and feedback:

Summative feedback / marking
This form of touch marking is usually used by Teaching & Learning staff in most lessons and consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups, with appropriate guidance.

Formative feedback / marking
Most work, where possible, will be marked in relation to the Success Criteria, with information detailing the next step. Some work will be marked alongside the child, where possible, and "Guided" groups will be surface marked as they will have had ongoing input from the teacher during the course of the lesson. These groups should be acknowledged by a "**G**".
Teachers will annotate a Whole Class Feedback sheet for appropriate lessons. This will inform the next lesson plan which may need adjusting, give a focus for timely whole class feedback at the beginning of the next lesson and opportunity for children to be taught and guided on how to improve their work. The children will use 'purple polishing pens' to edit and make improvements. The annotated whole class Whole Class Feedback Sheet (Appendix 2) will be attached to planning and filed in the central file for each phase.

Focussed Marking
Teachers focus on both successes against the learning objectives and next steps.

When Focussed marking, teachers will:

1. Highlight in green, examples of where the child has met the learning objective
2. Highlight in orange to identify a section of the work that could be improved

'Tips for success' criteria will also be highlighted to show objectives that have been achieved and those that have not been achieved yet.

Detailed Marking

Each phase will agree when, in a unit of learning, this will take place and this will be indicated on planning. In English this will include the Remarkable Write. It will:

1. Highlight in green, examples of where the child has met the learning objective
2. Highlight in orange to identify a section of the work that could be improved
3. Provide a comment which will detail features that the teacher is pleased with, and one suggestion of what the teacher would like to see in future, in order to help the child move their learning on.

Different types of prompts will be used, depending on the task involved and the ability and phase of the child. (See Appendix 3 for suggestions)

- A **reminder** prompt (e.g. 'Can you think of a better word than "bad"?'). This may be verbal.
- A **scaffolded** prompt (e.g. 'What kind of monster was he? Change "bad" for a word that makes him sound more scary')
- An **example** prompt (e.g.'Try one of these or your own instead of "bad" – ferocious, terrifying, evil')

All children are given a next step which is aimed to extend their thinking. In order for the marking to be formative, the information must be used and acted on by the children. Time is allocated for children to read and respond to any comments made by the teacher. If a child responds to a teacher's comment, this will be ticked as an acknowledgment.

A green highlighter line may also indicate 'what else went well' **(WEWW)**. An orange highlighter line may indicate 'even better if….' (**EBI)**

Teachers model this process to the children at the beginning of each term so that they are clear what the different coloured markings on their books mean and what is expected of them when they respond.

Unaided writing known as 'Remarkable Writing' will take place each month. An unmarked copy will be added to the child's Remarkable Writing journal and a marked copy using Green and Orange highlighters with comments about attainment, will be available for the children to respond to.

Involving Learners in the Process

Children are to be encouraged to check their work for accuracy and to ensure it represents their best effort before they ask anyone else to read it and mark it. They should be taught the process of checking work.

1) Read through for fluency, checking words have not been left out, that punctuation is accurate and tenses constant.
2) Read through for quality, checking that vocabulary of the highest order has been used.
3) Correct any spelling errors as appropriate.

When the opportunity arises children should read their work to an adult or a work partner so they may receive oral feedback from 'an audience'.

Teachers also sometimes provide specific or generic success criteria check lists for children to tick either as they work or when they have completed a piece of work.

Self-marking
Children are sometimes encouraged to self-evaluate by identifying their own successes and looking for improvement points. The plenary may then focus on this process as a way of analysing the learning and give the teacher instant feedback on making adjustments to planning the next day.

Shared Marking
Teachers sometimes use one piece of work from a child to mark as a class, on the interactive white board. This may be part of the Whole Class Feedback Sheet, and enables the teacher to model the marking process and how to identify certain success criteria. It also allows the teaching and reinforcing of particular points at the same time.

Peer Marking
Children may peer assess another class member's work. The following points are important:
1. Children need to be trained to do this through modelling with the whole class, watching paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Pairings should be either ability based or mixed.
4. The children should follow the same procedures when marking another child's work as they do when marking their own (See details above).
5. Encourage a dialogue between the children rather than one child being the 'teacher'.

Correcting spelling, punctuation and grammar
When children have completed a task, teachers tell them to read their work through and check for things that *they know are wrong*. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.
All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted on the Whole Class Feedback Sheet and may be a focus for the beginning of the next lesson. However, where punctuation, grammar or spelling is a focus then children will be expected to attempt to meet this. E.g. if an adult feels that a child should know how to spell a particular word, they will ask the child to correct it themselves, having highlighted the part of the word the child has spelt incorrectly. Spelling corrections will be focused on Common Exception words for each phase and Topic words.
Children are given feedback about the elements that the teacher has asked them to pay attention to that make up a current target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

Marking in the foundation stage
In nursery, reception and possibly the first term of year one the teachers focus on giving oral feedback to the children or use smiley faces as an easy to understand visual assessment of the work. Staff write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile. These comments would include the level of support needed from an adult. An 'I' would be used if it was independently initiated and 'AD' if it was adult directed.

Self and peer assessment
Teachers will plan opportunities for self and peer assessment as a Key Stage.

Self- assessment

At the end of each session of learning, the children will self-assess verbally by using thumbs up. For recorded learning, KS1 will use a smiley face system and KS2 will use a traffic light system linking the smiley face. This will be positioned at the end of the success criteria to encourage them to assess their learning against it next to the date.
Children may mark their own learning using the teacher's system of green and orange, but will use a coloured pencil.

Peer-assessment
Teachers will model how to assess children's learning and the vocabulary to be used. Mini plenaries, 'magpie-ing' and gallery sessions may be employed. Airserve, linked to an Ipad will be used in each class to support self and peer assessment.
Green and orange post-its may be used to highlight sections of a child's work. In KS2, children will write their own comments. In KS1, children will award these, following class discussion.
Each class will display the vocabulary the children will be encouraged to use, as well as agreed rules for peer assessment. Reception and Key Stage 1 teachers will begin modelling the vocabulary to be used. (Appendix 4)

Monitoring
The head, SLT and subject leaders will monitor books and talk to children about their work. Feedback and support is then provided to staff.

Addendum to this policy in response to COVID-19 – July 2020

During the pandemic some children have continued to come to school as key worker/vulnerable children. In June, more children returned as part of the DfE Wider Opening of schools and some have continued to learn at home. Children have been set work in their Learning Packs, depending on the Key Stage they are in. Remote learning tools such as Oak National Academy lessons, BBC Bitesize and MyMaths lessons have been used to further support home learning.   Links to such websites have been available on the Home learning page of the school website, which has been altered to make it more obvious on visiting the page and therefore more immediate to families. In September the school will open fully to all children.

During the pandemic it has not been possible to mark children's work in the usual way. Teachers have instead commented on the work sent to their class email where applicable. Any marking done in this way has sought to encourage the child's participation whilst at home and further develop their skills. For example, a slight error may be picked up in maths or one or two spellings in English, but not a large number of errors, so seeking to build the child's self-esteem. Parents (and KS2 children) are able to use email to contact teachers, so if there is any misunderstanding or further clarity needed by child or parent, there can be a discussion to help further.

With teacher wellbeing in mind, teachers are encouraged not to access their class emails on a weekend or on an evening, unless they so wish to and this fits better with the home schooling some have also been doing at home with their own children.   Obviously this has been a new way of working for everyone and we will continue to strive to meet the needs of all of our children in this unprecedented time.

Where children have been learning in school, pupils have had their own pack of equipment, including books and learning packs and we have encouraged self-assessment where possible. Teachers have remained as socially distant as possible and have not taken books home to mark. Formative assessment has been used, for example, quizzes, observations and talking to the children to assess their learning.

In September, staff will need to wash their hands before and after handling books. Use of formative assessment will continue as outlined above and also include scrutinies of work.   Should there be a second spike of Covid-19, Google Classroom will become a teaching tool and a possible form of feedback to children. Staff are learning the functionalities of the Google apps to support their work. We will endeavour to provide the best learning and feedback based on the success of what we have carried out in recent months.

Appendix 1

Symbols for Marking

Green	**'Green is great'** Highlighting the best parts of the child's work. Also at the end of the piece of work, may indicate WEWW
Orange	**'Stop and think about this'** Child is to return to the work to make improvements when directed. Also at the end of the piece of work, may indicate EBI
V	Verbal feedback has been shared with the child
G	Guided – on-going input from the teacher
☺	The teacher likes the child's work.
✓	The teacher has seen the child's work or has seen corrections made to feedback.
sp _____ **written in margin**	The child needs to correct their spelling.
C	Around a dot, when the child has corrected the work
TA	A TA has worked with a child / group of children to enable them to achieve
g	Child needs to look at grammar e.g. incorrect tense
cl	Capital letter
p	There is missing or incorrect punctuation
//	New paragraph (when this has been taught)

Appendix 2

Whole Class Feedback Sheet   **Date:**   **Lesson:**

Work to Praise and Share	Need Further Support
Presentation	**Basic Skills Errors**
Misconceptions and Next Lesson Notes	

Appendix 3

Marking Improvement Prompts
1. A reminder prompt

Most suitable for brighter children, this simply reminds the child of what could be improved:

Say more about how you feel about this person

Many teachers write this kind of prompt for all children. Most children need more support than a reminder prompt.

2. A scaffolded prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides some support.

Can you describe how this person is 'a good friend'?	*A question*
or	
Describe something that happened which showed you they were a good friend.	*A directive*
or	
He showed me he was a good friend when…………….. (finish this sentence)	*An unfinished sentence*

2. An example prompt

Extremely successful with all children, but especially with average or below average children, this prompt gives the child a choice of actual words or phrases.
Choose one of your own
He is a good friend because he never says unkind things about me.
My friend is a friend because he is always nice to me.

Appendix 4

Peer assessment vocabulary

I am pleased with this because…………..

It can't be ……………because…………………

I think this because ……………………

Could you try……………………

I disagree because…………………..

I have noticed that……………….

Your reason sounds right because………..

I think this is good because…………….

I think this could be better if …………….

Appendix 5

Teach prompts to aid reasoning

Is there another way?

Have you found all the possible solutions?

Does it always work? Why?

How is that possible?

How did you reach that conclusion?

Why do you think that?

Can you explain why that is right?

How do you know?

Appendix 6

Sentence stems to aid children's explanations

It can't be because …

I noticed that …

This is true because …

I wonder whether …

It must be … because …

If … then …

This is different because …

I already know that … so …

This is always true because …

I know that … because …