

Hill Top Academy



'Every child, Every chance, Every day!'

MARKING AND FEEDBACK POLICY

HILL TOP ACADEMY

DATED: January 2016

This policy was reviewed by Governors on 10/01/2017 and it was agreed that the policy be reviewed on a 3 yearly basis

To be reviewed January 2019

(REVIEWED: 3 yearly)

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Reviewed by Mrs R Macleod

Aims and Rationale

We aim to use feedback and marking in order to give children constructive guidance on the quality of their work so that they can identify their successes and areas for improvement. The process should enable the children to become reflective, motivated learners.

Key Principles

- Feedback and marking should focus on the learning intention of the lesson.
- Feedback should be an integral part of the lesson.
- Feedback and marking should have a positive impact on children's learning.
- Marking should be manageable for the teacher.
- Feedback and marking should involve all adults and children in the classroom.
- Distance marking should be easy for the child to read, understand and act upon.

Purpose of marking

- To have an impact on children's learning and enable them to make progress.
- To enable children to identify their successes and areas for development through the use of 'yippee yellow' and 'growing green'.
- To inform future planning and target setting.
- To raise learners' self-esteem by rewarding their efforts.

Organisation

- Wherever possible, marking should be done in class with the children. This will be done through guided group work, peer/self-assessment or verbal feedback. This will be noted on the child/children's work.
- Time should be built in to the lesson to enable children to read and respond to marking.
- The marking will be done against clear learning objectives which will be evident in teacher's planning. The
- Children will record these objectives as 'I can' statements at the top of each piece of work.

Types of marking and feedback

1) Targeted marking

- The feedback should relate to the 'I can' statement and Skills for Success of the task.
- The aim should be to 'close the gap' between current performance and desired performance.
- The emphasis should be on identifying the success by highlighting them yellow and areas for improvement by leaving a prompt for improvement that is highlighted green. This enables all pupils to identify success and maintains their self-esteem whilst offering opportunities for further learning.
- Focussed comments should help the child in closing the gap between what they have achieved and what they could have achieved by providing a suitable prompt that gives a specific improvement suggestion that relates directly to the 'I can' statement.
- Children should be given the opportunity to make the improvement in lesson time.

For examples of marking prompts see appendix 1

2) Acknowledgement marking – more suitable for non-core subjects

- It is not always possible or desirable to use targeted making. The purpose of this type of marking is to acknowledge work that has been seen by an adult, in which case there may be a tick or an initial.
- Where necessary a prompt for improvement highlighted green will be left.

3) Self-assessment

- Wherever possible children should be encouraged to assess and mark their own work. They should identify their own successes and improvement points.

4) Peer-assessment

- Where it is appropriate, children should be given the opportunity to assess and mark their work in pairs or small groups. Where this is done, children must follow the guidance for peer assessment (see appendix 2).

5) Verbal feedback

- Teachers will talk one to one with children occasionally if a prompt is not sufficient enough to move a child's learning forwards. This will be indicated by the teacher in the child/children's books.
- EYFS will use this method of feedback most of the time. Feedback will be done immediately with the child, they will be praised, and notes will be taken by the teacher which will be used to inform future planning.

Marking secretarial features

The main focus of the marking should relate directly to the learning intention, therefore aspects such as spelling, handwriting and punctuation should not be acknowledged in a prompt unless they feature in the 'I can' statement.

When marking secretarial features we use a common system of codes and symbols. (See appendix 3)

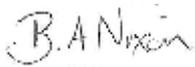
- For spellings, the first three high frequency words will be marked.
- If punctuation is missing or in the wrong place it will be marked.
- If necessary, high standards for handwriting will be encouraged.

Policy written and agreed December 2014

Review Date: January 2019

This policy was reviewed by Governors on 10/01/2017 and agreed that it will be reviewed on a 3 yearly basis.

Signed  Chair of Governors

Signed  Executive Principal

Appendix 1

Marking Prompts

The purpose of these marking prompts is to encourage the children to reflect on how the quality of their work could be improved in relation to the learning objective for the piece of work.

A reminder prompt

This is most suitable for the most able/older children. It reminds the children of what could be improved.

Say more about how you feel about this person.

A scaffold prompt

This provides more support and structure than a simple reminder. It can take the form of a question, a directive or an unfinished sentence.

Can you describe how this person is a good friend?

or

Describe something that happened which showed they were a good friend.

or

Finish this sentence – He showed me he was a good friend when...

An example prompt

This is particularly useful for less able/ younger children. It provides the child with a choice of actual words or phrases.

Choose one of these or your own:

He is a good friend because he never says unkind things about me.

He is a friend because he is always nice to me.

Appendix 2

Peer and Self-Assessment

Aim

The purpose of self and peer assessment is to enable the feedback process to focus on the development of high quality learning. Pupils need to feel comfortable in giving and receiving feedback. The key principle is that feedback should be a positive experience and should identify areas of success and an area for development. All work should be assessed against the learning objectives and success criteria.

Teachers and pupils can draw on a wide variety of self and peer assessment strategies.

Strategies

3 stars and a wish – identify three good features of the work and one area for development. This can be done orally or in writing. It can also be amended to 2 stars and a wish where appropriate.

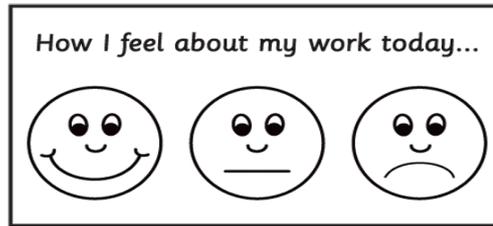
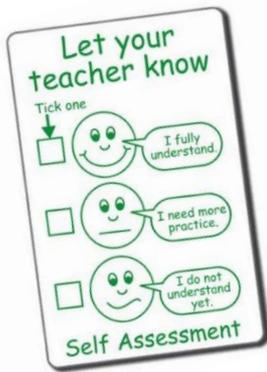
Marking each other's work – using pens/pencils/highlighters to identify areas of success and one area for development.

Talking partners

Pupils discussing together with a focus on learning and supporting each other

Summative feedback strategies

Smiley faces – Stamps will be used by teachers in the children's books. These will allow the children to indicate how they feel about their progress in relation to the 'I can' statement.



Appendix 3

Marking Codes

Code	Meaning
?	Are you sure?
Sp	Word underlined for spelling correction (correct spelling written in margin)
//	New paragraph
VF	Verbal Feedback given directly to the child
S	Someone has scribed for the child
P	Paired work
✓	(small tick) Correct
.	(dot) Incorrect
^	Something needs to be added
○	(circle around) Missing or incorrect punctuation

Numeracy Marking

Code	Meaning
√	Not achieved learning objective
√√	Nearly achieved learning objective
√√√	Fully achieved learning objective

Corrections should be made as soon as possible after the work has been completed. Pupils should be given time at the start of the lesson if they are required to make corrections.

Level of Support

This will be indicated by the teacher by stamps or symbols. It will show if the work was;

In	Independent work
T	Teacher assisted work
LSA	LSA assisted work