

TANKERSLEY C of E (A) PRIMARY SCHOOL

FEEDBACK & MARKING POLICY



“A love of learning in a Christian environment”

We aim high and have self-belief

We have community spirit

We are enterprising

We have enquiring minds

We are respectful

Updated September 2020

Next review September 2022

Key Principles of feedback and Marking Pupils' Work

Research indicates that improving learning through assessment depends on five, simple key factors:-

- The provision of effective feedback to pupils
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of feedback and assessments
- A recognition of the profound influence assessment has on the motivation and esteem of pupils, both of which are crucial influences on learning
- The need for pupils to understand how to improve

Feedback can be:

Cognitive-These are comments designed to reflect on pupil understanding and to extend their thinking.

- Organisational -Such responses are concerned with the organisation and sequencing of ideas in pupil work
- Presentational -This feedback is a response to how well the work appears on the page and would include handwriting, spelling, grammar, punctuation and setting out.
- Miscellaneous-This would include motivational feedback, stampers and general comments.

Why do we mark and feedback at Tankersley?

- To ensure that pupils are clear about their learning and their next steps
- To ensure that pupils can address misconceptions and improve their learning
- To recognise and celebrate achievement in learning
- To deepen knowledge and improve skills
- To share ideas and good learning with others (peer feedback)

How do we mark and feedback at Tankersley?

- Clear and succinct feedback given (marked in **blue pen**) which relates to the learning. (e.g. *You have used adverbial phrases well to show how a verb has been done. Can you add more commas to separate the items in your list?*) It is expected, when appropriate, that a **next step in the form of a question**, will be given as written feedback, and that this links to the Learning Objective. These next steps will allow children to reflect on their learning.
- Use the VF and TS symbols- a child may have had teacher support or verbal feedback may have been given.
- **Green polishing pens** to be used for children to respond to the teacher's feedback - evidence of giving pupils chance to address misconceptions, explain their learning and build on learning.
- **AFL red pens** to be used for pupils to respond to, mark and assess work themselves and in KS2 to peer assess. Red pens are also used at the end of a Maths teaching sequence to explain what the children have learnt.
- **Purple pens** to be used in Maths/English to evidence work carried out in an intervention session.
- In assessed pieces of writing the grids to be annotated well to moderate the work with examples words/phrases of the evidence seen
- In KS2 and Year 2 the extended write is to be marked with 2* and a wish which explains why the stars are awarded and why the wish is given. E.g.
*I like your dash *because* it separates 2 related main clauses.
*I like your brackets *because* they give extra information.
W- *To be even better can you use ellipsis to create suspense?*

- Teachers to mark the Big Writing using: 2 stars and a wish (next step) and identifying good use of **VCOP** using highlighter pens which are colour coded.
 Vocabulary - **Green**
 Conjunctions - **Blue**
 Openers- **Pink**
 Punctuation - **Yellow**
- Teachers are free to use a variety of stars, stickers, certificates and points and the Head teacher is always pleased to see children to encourage or reward with a head teacher's wristband or sticker

Presentation will also be checked in all marking in line with school policy

- Very high standards should be encouraged at ALL times and use of the Proud poster which should be reinforced constantly
- Application of the Read Write Inc Handwriting should be promoted and encouraged in all work
- SPAG - Application of SPAG work to be encouraged and applied in the independent work, pupils to be reminded at all times.

Staff should be aware that cognitive and organisational feedback is of the greatest value in terms of progression and should limit the amount of presentational and miscellaneous feedback to a reasonable and constructive amount. It is seen as counter-productive to mark every single spelling mistake if the result would be de-motivating to the child. We will concentrate on those key words relevant to that lesson objective, to the child's individual needs and to the key words from the RWI spelling scheme.'

All work, where possible, should be marked with the individual child as soon as completed. In reality a lot of marking especially as children begin to produce more work, will take place at some other time, so it is important that the marking follows the principles set out in this policy and is returned to the child as soon as possible. Children will then respond (in green pen) to the marking during polishing time.

During lessons we also use the following symbol to show that we have interacted specifically with the child on a 1:1 or within a group.

TS = Teacher Support

What Do We Mark?

In **EYFS** most feedback will be oral but could also be in the form of a written dialogue with the child or use of symbols.

At **Key Stage 1 and 2** all English and Maths work will be marked, except on occasions for final draft work for display purposes.

We regard the provision for quality oral feedback as a distinctive feature of teaching and learning at our school. At both key stages oral feedback will often be the most likely form of feedback in PE, Music, DT, Art and Design, PHSE and Drama.

Particular pieces of work will be targeted for quality marking and effective feedback according to the lessons objectives.

Who does the Marking?

Marking will mainly be done by the class teacher (and support staff where appropriate) but on occasions, work will be marked by:

- Supply teacher - put **ST** at the top of the page (should always mark the work they have taught and there will be a reference to marking in the school guidelines for supply staff).
- Student teacher- (this must be done with guidance in accordance with marking policy and monitored by class teacher)

Pupils will be involved in self and peer marking, moderation and up-leveiling. (eg Mystery author)

Pupils will be involved in self-assessment of their work, for example, through thumbs up/down and traffic lights/2* and a wish. Although there will be differences in the style and focus of the marking dependent on the task, the marker and the reason for the activity, there are certain principles and guidelines that should always be adhered to. These are set out in the following areas. Parent helpers should not mark pupils' work but may make appropriately positive comments in home/school reading record books.