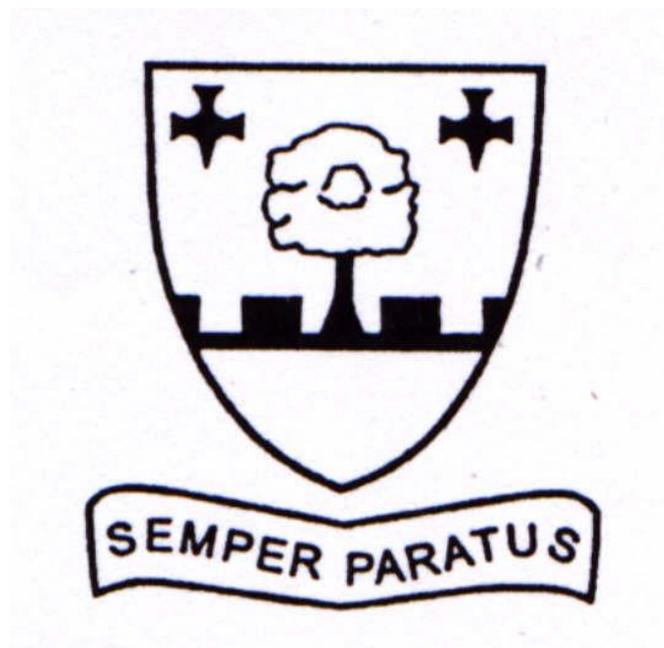


ELMWOOD JUNIOR SCHOOL



MARKING & FEEDBACK POLICY

Issue 4

MARKING AND FEEDBACK POLICY

INTRODUCTION

Elmwood Junior School is a Rights Respecting School. Children are aware of their rights as defined in the United Nations Convention on the Rights of the Child, specifically:

- Article 28 (right to education) - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

AIMS

To raise achievement and attainment through effective marking and feedback

To ensure consistency across the school

This Policy must be:

- Consistently applied by all staff
- Clear in its purpose
- Manageable
- Productive in its outcomes
- Informed by pupils individual learning needs and previous assessments.

In order to achieve a whole school approach, marking methods must be agreed and should be:

- Consistent across year groups
- Developmental across the age-range
- Consistently applied by all those working in the school, including additional teachers and support staff.
- Age appropriate

PURPOSES – WHY DO WE MARK?

- To recognise, encourage and reward children's effort and achievement and celebrate success.
- To provide a dialogue with pupils to share progress towards the learning outcome (LO) and to advise how they can individually take the next steps to improve and make progress.
- To prompt individuals to improve by providing the next steps in their learning
- To encourage pupils to reflect upon their learning and effort and respond accordingly
- To inform future planning and enable more focussed teaching and assessment
- To inform adult understanding of individual pupil attainment, progress and individual targets.

For marking to be worthwhile it is essential that children can both understand it and respond to it in a meaningful way

NON-NEGOTIABLES FOR ALL TEACHERS: CHILDREN'S BOOKS ARE A 'BADGE' OF YOUR TEACHING.

Writing Books:

- An age-appropriate achievement log should be stuck into every child's book.
- Achievement logs are used to:
 - Keep track of children's achievements- where a child has successfully met a target, the date should be noted.
 - Inform children about age-appropriate standards
 - Highlight 'gaps' in written work so as to inform future targets
 - Aid teacher, self and peer assessment
- Usually contain at least one quality piece of writing per week- amounting to a minimum of twenty by the end of the year.
- Handwriting and presentation are excellent for age-related expectations. If pieces of paper are stuck in they are trimmed accordingly rather than folded. Children with poor handwriting will receive some individual intervention. Black handwriting pens are used by children in upper school when their writing is sufficiently neat and consistent.
- Work is dated and titled and underlined with a ruler.
- Contain an up-to-date log of children's achievements.
- Contain clear suggestions for children's next steps/further improvements.
- Use yellow highlighters and red pens to annotate (not felt tips). Children will be given green pens and highlighters to self and peer assess.
- Self or peer marking should take place once in every three or four pieces of work.

Mathematics Books:

- When marking Maths books, teachers are expected to address each piece of work (using a red pen) and decide if the pupil needs: extra guidance at the start of the following lesson, more practise through similar questions to address misconceptions or to move onto the next area of learning.
- The following lesson should be designed to take account of the next steps.
- Achievement logs for each year group should be stuck in the front of Maths books. Learning objectives are categorised into topics. Each learning objective has a section for teachers (T) to complete with the triangle assessment method and a section for children to self-assess their own understanding of each objective. The children are expected to use the 1-3 system to show their understanding. Each classroom should have an A4 sheet explaining how achievement logs should be completed to ensure the children have a full understanding.
- All children to use a sharp HB pencil and a ruler.
- Each piece of work to begin with the learning focus and the date (written as 30/06/2016) underlined.
- A margin (three squares wide) is required when children are completing questions in their books. A margin is not required for work that requires more space e.g. charts, graphs etc.
- If pieces of paper are stuck in they are trimmed accordingly rather than folded.
- Contain an up-to-date log of children's achievements.
- Marking is frequent (with a red pen) and there is evidence that misconceptions are addressed. Children will be given green pens to self and peer assess.

HOW DO WE MARK?

To be effective marking children's work needs to be both regular and frequent. It is sometimes appropriate to mark during a lesson and sometimes at the end of a task. There are many benefits of marking with the child present, although it is recognised that this can be difficult to accommodate.

All work should have a learning objective written on it. Teachers should mark all work to the learning objective, using the following symbols;

Response to achieving learning objective

 = not met the L.O.

 = nearly met the L.O. N.B Teacher must provide scaffold to secure

 = L.O met

 = L.O. exceeded

They shall also use the following symbols to respond to the child's effort:

- ☺ = I am pleased with your effort
- ☹ = A little more effort please
- ☹ = Not enough effort – see the teacher

This agreed symbol system ensures continuity throughout the school. It is displayed in the classroom and directly taught. (See Appendix 2 for classroom poster)

Inked Teacher Stamps may also be used to address whether a learning objective has been met, is being worked towards or is being exceeded.

- All marking is expected to be good or better as described in 'Judging Effective Marking' (See Appendix 3).
- All marking should be legible and clear in meaning.
- In order for marking to have the maximum impact it should mainly focus on next steps. Attainment in relation to the learning objective should also be commented on but this can be in the form of the triangle system as indicated above.
- Positive comments/praise should be specific so the child understands exactly what they are receiving the praise for. (See Appendix 4)

- Pupil outcomes from every written subject should be acknowledged although the manner and depth in which this is done will vary from task to task
- The adult response to children's work may be oral or written which will be influenced by the age and level of the pupil involved. In the case of oral feedback the teacher must initial the piece of work and indicate that oral feedback has been given. Oral feedback is valued as it allows for a 2 way oral interchange between pupil and teacher.
- Teachers may reinforce standards of presentation whilst marking with an awareness that comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning related next step comment.
- Teachers should indicate incorrect spellings for children to correct. This should be done with a level of professional discretion to ensure that poor spellers are not overwhelmed with a page full of corrections. For a piece of writing, the three most high frequency words should be written out three times in the children's book. Time should be allocated to allow children to make any corrections indicated by the teacher.
- It is expected that children are given regular opportunities to look back over at the comments made on a number of pieces of work to remind themselves of the progress or areas for development commented on.

HOW WILL WE ENSURE THAT CHILDREN RESPOND TO MARKING?

- For marking to have an impact on attainment the comments made by the class teacher need to lead children to further develop their understanding of what has been learned and the next steps needed to improve. In some cases the marking will further explore a pupil's understanding of what they have completed.
- As part of the daily classroom routine it is essential that at the start of each session the children should be encouraged to read the teachers comment from the lesson before and if appropriate, respond to it. Therefore marking should aim to include a question or a task that elicits a response. These may be related to the success criteria of the lesson or personalised to the needs of the pupil (See Appendix 1).

WHAT DO WE EXPECT THE CHILDREN TO DO?

- Regularly read and respond to comments made by adults in their books.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Never use graffiti or scribble on or in their books or those of others.
- Record the LO and the date at the beginning of each piece of recorded learning.
- Take time to do the corrections given by their teachers.
- Participate regularly in self and peer marking as indicated below.

SELF MARKING

Through self marking children should be taught to identify their successes (against the LO and success criteria), identify a place for improvement and make an on the spot improvement. They shall also be involved in setting their own targets which are drawn from success criteria.

PEER MARKING

Children should be encouraged to help one another to improve their work and will need support to ensure that this is a useful exercise. Activities should be planned that will allow children to partake in peer assessment whereby children will assess one another against the LO and the success criteria. They may use 2 stars and a wish to ensure a balance between specific praise and next step for improvement (See Appendix 5).

TARGET SETTING

As a result of marking the children's learning targets should be set in literacy and numeracy and shared with the children. They should be displayed visually and children should know the criteria for meeting the target. Targets shall be set in English and Mathematics on a termly basis.

HIGH STANDARDS AND EXPECTATIONS

As well as emphasising the positive side of children's work, marking can sometimes also be critical and comments should inform the children if they are not working to expectations as mentioned above. Teachers must have high expectations for all children and should be prepared to make comments and suggestions when pupils' work fails to meet that expectation.

STRATEGIES FOR MAKING MARKING MANAGEABLE

Marking can be very time consuming but it is an essential part of personalising and accelerating pupil attainment and progress. Effective teachers use many strategies to ensure that marking is completed regularly and with maximum impact. Some or all of the following strategies may make this workload manageable:

- Plan which piece of work will be marked in depth (it is not expected that all work will be marked in depth although all recorded pieces should be acknowledged).
- Some pieces of work may be marked with the whole class.
- Peer marking which has been modelled and taught to children.
- Balance active teaching time with time when pupils can work with increased independence, facilitating marking time.
- Use the marking code as identified in this policy (See Appendix 6).
- Use time effectively e.g. during assemblies, PPA etc.

REMEMBER: Marking can be a wasted effort if children are not informed by it and cannot progress as a result of it.

MONITORING AND EVALUATION

The senior Leadership Team and Subject leaders will monitor the implementation of this policy periodically. Year Group leaders will carry out regular book looks to ensure consistency across their year groups.

OUTCOMES OF SUCCESSFUL IMPLEMENTATION OF THIS POLICY

- Evidence of a written dialogue between adults and pupils in books
- Improvement in children's attainment
- Consistent approach to marking across the school
- Pupils have a clear understanding of standards, expectations and how to make progress in their own learning
- Marking codes displayed in all classrooms
- Pupils have high self esteem

DATA PROTECTION

Elmwood Junior School will collect and process all personal data and sensitive personal data in accordance with the legal obligations as set out in the General Data Protection Regulations 2018. Please see the school's GDPR Data Protection Policy for further information.

We have carefully considered the impact of this policy on all particular characteristics as part of our ongoing process to ensure it is fair and does not prioritise or disadvantage any pupil. This is in line with the Equality Act 2010.

Issue 4

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