



## Marking and Feedback Policy

At Nether Alderley Primary School we recognise that timely, quality feedback is essential to ensure that pupils know what they have done well and what they need to do to improve. All pupils are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will mark work and give feedback as an essential part of the assessment process.

There will naturally be some differences in the grading systems and marking symbols used by individual teachers as the age of the pupil will have to be taken into account. The symbols used for marking work will be clearly explained to pupils so they understand and can respond to what the teacher has written.

At Nether Alderley Primary School we aim to promote a growth mindset for learning. Pupils are encouraged to believe that their abilities can be developed through dedication and hard work. We aim to foster a love of learning and resilience to bounce back in the face of adversity

### Aims

At Nether Alderley Primary School when we mark work we aim to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and what their next steps are;
- give opportunities to improve work for example by correcting mathematics errors and redrafting writing
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they reflect on their own strengths and areas for development
- promote thoughtful and informative peer-assessment and encourage pupils to accept guidance from others;
- share expectations clearly so pupils understand what they are being assessed on;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that will inform our future lesson-planning.

## **Principles of marking and feedback**

The process of marking and offering feedback should be a formative one, where pupils are led by teachers to recognise what they need to do to improve with specific help and guidance. Pupils will be praised for their particular strengths and the effort they have made so that they know what they have done well. The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement.

### *Formative assessment*

The marking should always be in accordance with the lesson objective and, increasingly, the child's own personal learning targets. Pupils need to be clear what the learning objective and expected outcomes are for a particular lesson so they know exactly what they need to do to succeed. For example in a given literacy lesson the focus for lesson may be on successfully using commas to embed a phrase within a sentence. Pupils would have been shown how to do this and then asked to apply it to their own writing. Then when the teacher is marking their work use of commas will be the primary focus for marking and judging whether the pupil has understood the aims of the lesson. For an extended piece of writing which is being re-drafted to produce a final piece then pupils will focus on correcting all aspects of this writing. In mathematics, ticks are used where work is correct, and dots used to draw attention to where errors have been made; providing further opportunities for ticks to be achieved.

### *Appropriate and useful for pupils*

It is essential that pupils understand the feedback they are being given from the teacher. For younger pupils feedback will be primarily verbal with more written feedback being introduced as they move up the school. In Reception Tapestry is used, which allows the teacher to share the progress of the child with parents and this ongoing dialogue helps both parties to remain on the same page. It is equally important that pupils are given time to read and respond to the comments made. In KS2 this happens daily and all pupils know that when they first arrive at school they will need to reflect on previous learning and make corrections and improvements. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

### *At the right level*

The main objective of marking and feedback is to help pupils learn. If pupils' work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem. When pupils are at an early stage of writing it would be extremely disheartening for them to receive back a page with all spellings to be corrected. Pupils should have word banks available so they can spell high frequency words correctly and teachers will then highlight particular words for pupils to correct. A delicate balance has to be achieved. Pupils should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

### *Presentation*

Presentation and pride in work is important. Teachers set clear expectations for how work should be presented and they will not accept the work unless these standards have been met. There are specific requirements for specific types of work, for example numeracy. These have been taught and it is made clear to pupils what good-quality work in the subject is like.

## **Forms of feedback**

- verbal feedback within a lesson while a pupil is engaged in a task

- within lesson mini-plenary sessions when the teacher recognises that a pupil or pupils require extra input on an aspect of learning
- end of lesson plenary session when the teacher and class reflect on the learning that has taken place within the lesson
- marking books using agreed school codes, making comments based on pupils achievements and giving targets for improvement
- one-to-one feedback on an aspect of learning which the pupil is finding challenging
- small group feedback where a number of pupils have found something challenging
- peer feedback where pupils may mark work and give comments to each other
- whole class feedback after an assessment

### **Using technology to enable higher quality feedback**

Evidence has shown that pupils respond better to detailed verbal feedback in comparison with written feedback. In addition, when speaking, teachers are able to give richer and more detailed advice than they could if they were to write a long commentary. With this in mind, at Nether Alderley we are keen proponents of using technology to enable teachers and pupils to get the most from feedback. Apps such as Showbie can be used to take a picture of a piece of work on to which teachers can then annotate and record their feedback. When pupils listen and watch the feedback they can then pause and rewind the comments as they wish. They can then think and reflect on what they have been told and make their own corrections and improvements. Video tutorials to address misconceptions are used in conjunction with 1:1 iPad provision to further illustrate areas for pupils to improve their learning.

This is also an effective way to give feedback after summative assessment. Teachers annotate and voice-over a PDF file of the test to explain how to achieve maximum marks. Pupils then watch the video and fast forward to focus on just the questions they got wrong. In subsequent lessons, the focus of whole class teaching can be given on strategies for solving questions the majority found challenging while knowing that every pupil has had detailed feedback on each question.

### **Self and Peer Assessment**

At Nether Alderley, we aim to involve pupils as far as possible in the analysis and constructive criticism of their own work. This is a gradual process, built up over the years and will be taught in steps to ensure it is fully understood and effective. The first stage is recognise success verbally, leading on to peer-assessment when they are confident with the process. We believe that where pupils interact in the marking process, they will be all the more engaged and receptive to correction.

#### *Stage 1*

From Reception, pupils are encouraged to identify the best elements of their work and share these with another child, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.

#### *Stage 2*

Pupils can begin to identify areas in their work where improvements could be made. The pupil can then work with a talking partner, or an adult, to effect an improvement.

#### *Stage 3*

Pupils identify an area to be improved and make the improvement as part of the lesson. Pupils can identify the strengths and areas for improvement in the work of

other pupils and make specific comments. Co-operative paired and group work is part of the learning culture at Nether Alderley.

### **Acknowledgement marking**

Work is simply ticked, stamped or initialled to show that the teacher has seen the work. An encouragement comment or sticker, such as 'well done' or 'an excellent piece of work', may be added as appropriate.

This type of marking may be suitable where there has been whole-class oral feedback that has achieved a satisfactory level of understanding. It may also be appropriate when other groups in the class are being marked in a more detailed way, on a rotation basis.

### **Detailed marking by the teacher**

All written feedback is legible, written in the agreed cursive style of handwriting and clear in meaning. In literacy the agreed codes are used. Once the improvement has been made, the teacher then makes an acknowledgement mark.

### **Parents**

It is important that our parents are informed about the whole process of formative assessment to avoid unnecessary misunderstandings that may occur through conversation with their children or from access to the children's books. Parents can be helped to follow the school's policy at home, especially when helping with homework. They should be encouraged to help raise the self-esteem of their children by identifying successes and helping their children to build on these. A summary of this policy will be available to parents via the school's own website. Parents are particularly involved with helping pupils to prepare for Big Writing tasks.

### **Supply teachers**

Supply teachers are encouraged to mark to the criteria set out in this policy.

### **Inclusion**

Our school aims to be an inclusive school where all pupils feel included in all activities. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### **Equality Statement**

At Nether Alderley Primary School, we actively seek to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against and the use of stereotypes under any of the above headings will always be challenged.

### **Monitoring and review**

We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

## Marking Key for Writing in Key Stage 1

Teacher has written	It means
<i>Aa</i>	You have missed out a capital letter on this line. OR You used a capital letter where there should not be one.
<i>sp</i> at start of line	There is a spelling mistake on this line. Write the correct spelling three times underneath your work
<i>P</i>	There is a punctuation mistake on this line.
<i>^</i>	You need to add a word (or more than one)
<i>✓</i>	Good word or good punctuation or good sentence
<i>☆ Super adjectives!</i>	Something good about your work

Teacher has written	It means
<i>VF</i>	Your teacher talked to you about how to improve your work.
<i>S</i>	An adult helped you with your work.
<i>P</i>	You worked with a partner on this task.

## Marking key for Writing in Key Stage 2

Teacher has written	Meaning
Aa written in margin	capital letter missing on this line OR capital letter used where it shouldn't have been
<del>and then I did this what was good and stuff</del>	this doesn't make sense
sp written in margin <u>verry</u>	spelling mistake- needs to be corrected
//	new paragraph needed
→ <i>Change three of your openers</i>	Do this! When you have done it tick in green pen.
VF	verbal feedback given to you
IWB (Interactive White Board)	writing scanned in and shared with the class
S	support given
1:1	writing completed with one to one help from an adult
→ P written in margin <i>Blazing brightly, the shooting star travelled across the sky.</i>	This punctuation shouldn't be here
→ P written in margin <i>Blazing brightly the shooting star travelled across the sky.</i>	Punctuation is missing here
	used to show where you could add in an extra word to make your writing even better
✓	good word, good use of punctuation, good way of phrasing something – the teacher likes it!
✓✓	Wow! This is great!
 <i>You have organised this discussion text clearly.</i>	A star with a comment means that this is a good feature of your writing. It may also be highlighted in blue