



# **The Consortium Multi-Academy Trust**

Chair of the Members and Board of Trustees: Dawn Carman-Jones

Principal/CEO: Andrew Aalders-Dunthorne

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## **Marking & Feedback Policy**

### **1 Aim:**

1.1 The aim of this policy is to ensure a consistent, whole school approach for providing feedback to our pupils. Feedback helps pupils to make progress; it encourages them to strive for higher achievements and builds up their self-esteem. This can be done through:

- Highlighting their successes;
- Indicating areas for improvement;
- Showing pupils clear success criteria;
- Valuing their work and providing an audience for it.

### **2 Guidance for effective marking based on the seven principles:**

- PRINCIPLE 1: Marking is targeted in relation to the objectives outlined in the lesson and pupils must understand the aim of the task and how they can succeed.
- PRINCIPLE 2: Marking should be regular, consistent and fair in order that both teacher and pupil should be able to track progress.
- PRINCIPLE 3: Marking should be differentiated to reflect the ability of the child and children are entitled to expect clear explanation of the marking and of any grading system used.
- PRINCIPLE 4: Whenever possible marking should be a dialogue between the teacher and pupil. This may be done as oral feedback with records noted in the pupil's book. We also encourage additional communication from the pupil on the page and time should be given for pupils to respond to marked comments. Self-marking could be used where appropriate, although monitored by the teacher.
- PRINCIPLE 5: Marking is intended to help pupils progress, therefore comments will be constructive and positive. However, if a negative comment has to be used, it will be balanced by improvement targets and encouragement.
- PRINCIPLE 6: Spelling in subjects other than English will focus on relevant vocabulary.
- PRINCIPLE 7: We aim for appropriate presentation suitable to the task and marking will reflect this.

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## **3 Pupil responsibilities:**

3.1 There should be time set aside each day for pupils to read through any feedback they have been given. It is a good idea to allow pupils the opportunity to reflect and discuss with peers the feedback given, this will encourage them to support each other and learn from each other. It is important the pupils view any errors as part of their learning journey; by understanding what corrections they need to make they are improving their learning.

## **4 Who will do the marking and when?**

4.1 It is our aim that all English writing or mathematics work will be marked by the beginning of the next school day. All other work should be marked as quickly as practicable.

4.2 All work, including homework, should be marked in accordance with this policy. Both teachers (including those engaged in supply cover) and classroom support staff will engage in marking, although the teacher is responsible for ensuring that all marking is completed and that it reaches the required standards. Marking will be initialled to show who has marked it.

## **5 How do staff in the Foundation stage mark pupil's work?**

5.1 In nursery and reception, staff focus on giving verbal feedback to the child during the learning activity. Sometimes staff, alongside the child, may write a comment or add a sticker/smiley face to a piece of work. Staff may also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile.

5.2 Teacher Assessments are recorded (often evidenced in a photo) in the child's „Learning Story“ and referenced to the EYFS Development Matters and EYFS Profile. We use the online “Pupil Asset” system.

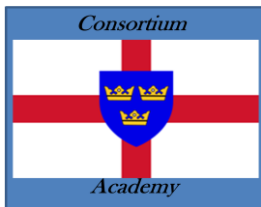
## **6 How do we mark pupil's work in KS1 and KS2?**

6.1 Pupil's work will be marked in a colour that can be clearly seen.

6.2 Teacher's handwritten comments in pupil's books will be clear and try to model the school handwriting style.

**6.3 The school makes use of a range of approaches which form a marking ‘tool kit’ from which the teacher selects the appropriate one:**

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## 7 The Marking 'tool kit'

**7.1 Verbal feedback:** We recognise the importance of pupils receiving regular verbal feedback. The adult will initially talk to the pupil about how they have met the learning objective and then question the pupil about a specific part of the work. This may be to correct a pupil's understanding or to extend their learning. If it is a written piece of work it will then be ticked and initialled. Pupils of all ages need verbal feedback but we recognise the central importance of this in the early years and at KS1.

**7.2 Summative (quick) marking:** This usually consists of ticks and underlining and is associated with closed tasks or exercises where the answer is either right or wrong. This sort of work can also be marked by the pupils, as a class or in groups.

**7.3 Quality marking:** This is used when a pupil has done a substantial piece of work and it usually has to be marked away from the child. This marking identifies both successes against the learning objective and improvement needs. All teachers in KS2 aim to „Quality mark“ at least four pieces of work per half term, particularly in English. In KS1, two pieces of work per half term. Quality marking will help inform teacher assessments and future planning.

When quality marking teachers will:

- Highlight (using PINK) positive examples of where the pupil has met the learning objective;
- Highlight (using GREEN) next to an aspect of the work which could be improved or developed further;
- Pupils use PURPLE highlights to respond to teacher comments
- Provide a focused comment which should help the pupil to „close the gap“ between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- A **reminder** prompt (eg: „What else could you say about the prince's clothes?“, „Tell me more about....“)
- A **scaffolded** prompt (eg: „What was the monster doing?“, „The monster was so angry that he....“)

In order for quality marking to be formative, the information must be used and acted on by the pupils. Therefore, when work has been quality marked, time is planned in a future lesson for pupils to read and write a focused improvement.

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Teachers will model this process to the pupils at the beginning of each year so that they are clear what the different highlighted (coloured) markings on their books mean and what is expected of them when they respond.

**7.4 A tick and an initial:** This is used particularly in KS1 but also in KS2 when the teacher has assessed alongside the pupil or there has been a large amount of adult input in the lesson or where verbal feedback was given.

**7.5 Self marking:** Learning objectives will be clear on every piece of work. These may be written by the child or the adult. At the end of a lesson, pupils are asked to mark next to the learning objective whether they feel they have met the learning objective or not: eg. With a smiley face, straight face or sad face.

Teachers also sometimes provide learning objective check lists (assessment for learning ladders) for pupils to tick either as they work or when they have completed a piece of work.

Pupils are always encouraged to self-evaluate, eg: by sometimes identifying their own three successes and looking for an improvement point (3 stars and a wish system). The plenary may then focus on this process as a way of analysing the learning.

**7.6 Shared marking:** Teachers sometimes use one piece of work from a pupil to mark with the class on the IWB/White board. This enables the teacher to model the marking process and teaches particular learning objectives at the same time.

**7.7 Paired marking (Peer review):** In KS2, pupils sometimes mark written work in pairs. The following points are important:

- Pupils need to be taught to do this through modelling with the whole class, watching peer review in action;
- Ground rules should be decided with the class and adhered to.
- Pupils should point out three things that they like first and then suggest a way to improve the piece but only against the learning objective. The 3:1 success to improvement ratio should be followed to avoid over criticism.
- Pairings may be same or mixed ability, as appropriate to the task.
- Encourage a dialogue between the pupils rather than one pupil being the teacher.

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## **8 Using grades and levels:**

8.1 We will not use grades (such as „A“ to „F“) when marking pupil’s work, as this approach would not meet our list of seven principles underpinning this policy.

8.2 The teacher will use their professional judgement to decide how often the pupil will be informed about the teacher assessment achieved in a piece of work.

9.3 These teacher assessments will be shared with the pupil regularly, ensuring that the pupil always know their current and target attainment in the core subjects.

## **9 Specific guidance for the marking of mathematics:**

- Correct work should be ticked.
- Mistakes should be identified by underlining and the pupil will then correct all mistakes that are underlined.
- Reversed digits will always be corrected.
- Place value mistakes will always be corrected.
- Errors in spelling mathematical vocabulary will always be corrected.
- Correct use of units should be emphasised.

## **10 Specific guidance for the marking of written English:**

Each class will have a marking code which must be on display in the classroom.

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## **Document Control**

### **Changes History**

<b>Version</b>	<b>Date</b>	<b>Amended By</b>	<b>Details of Change</b>
	6/6/18	Teaching Staff – Glebeland and BNC	Changes to marking highlight colours, deletion of section 8, amendments to section 10

### **Approval**

<b>Name</b>	<b>Job Title</b>	<b>Signed</b>	<b>Date</b>
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	28/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	28/12/2016

### **Equality Impact Assessment**

<b>Date</b>	<b>Name</b>	<b>Details</b>

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