



Marking and Feedback Policy

March 2018

Ratified by governors	10 th March 2021
Review	Spring 2022, October 2023
Shared with staff	3.3.21, 30 October 2023
Signed by COG	

“an ongoing process conducted both formally and informally, by which information and evidence about a child’s learning is absorbed and used to plan the next step”
(Ruth Sutton, Assessment a framework for teachers 1991)

Introduction

At Gorse Hill Primary School we want all children to make good or better progress and develop positive attitudes to their learning. ‘Assessment for Learning’ is central to children recognising and achieving their potential.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.

The following policy outlines the key issues that ensure the teachers and the children at Gorse Hill Primary School achieve high standards and have ownership over the learning and teaching that takes place within the school.

Aims

Effective marking and feedback should be a process in which the learner is actively involved; an open dialogue, through which feedback can be exchanged and questions asked. Research shows that targeted feedback is one of the most important factors in advancing children’s learning and as such this policy is central to helping children achieve.

The key characteristics of Assessment for Learning

- 1. Explicit Learning Objectives.**
- 2. Success Criteria.**
- 3. Questioning.**
- 4. Feedback.**
- 5. Marking**
- 6. Adjusting teaching to take account of results.**

Marking and feedback should:

- Be fair and consistently applied by teachers using agreed marking scheme.
- Be manageable for teachers and accessible for children.
- Have a clear focus which is established before the learning begins.
- Clearly relate to learning objectives
- Give praise for achievement and identify where improvements can be made using pink, orange and green highlighter pens
- Allow time for children to read and reflect on marking
- Respond sensitively to individuals and their learning needs.
- Inform future planning.

Marking of learning provides opportunities to:

- Assess pupils' learning.
- Monitor pupils' progress.
- Motivate pupils by acknowledging and praising effort and achievement.
- Evaluate teaching and inform planning.
- Challenge and extend pupils' learning.

Methods of marking of children's learning

Marking can take the form of:

- A verbal response (V)
- A written response
- Learning challenge highlighted in pink/green/orange and comments as needed
- Highlighting – Green (For Great) Pink (To make you think) , orange (Nearly there)
- Written comment supports children in making corrections independently

Marking by other members of the teaching team

For the most part teachers will mark learning. Teaching assistants, support staff and students may mark learning. At all times they must work within the context of this policy and the school marking scheme. Where another member of the teaching team has been involved in the child's learning, this will be indicated on the child's learning. The teacher may then comment on the child's learning if appropriate.

Colour for Marking

Green pen – teachers

Purple pen – Students to polish and edit their learning

To give instant feedback highlight the Learning Challenge:

Green- I have achieved this objective

Orange- I am almost there

Pink- I need further support with this objective.

When appropriate, next steps, 'Now try this..' can be added to either extend pupils learning, apply skills to a new problem or consolidate learning.

Quality Marking

Marking will be against learning challenge and/ or individual targets for improvement.

When marking, a teacher should;

- Indicate next steps to help a child with future learning.
- Use their judgments so not all spelling, grammar or punctuation errors are marked but noted by teacher for future learning (noted in teacher assessments). Non-negotiable year group expectations should be addressed.
- Indicate who have marked the learning; T – teacher, TA – other adult

As part of the staff's CPD and moderation procedures, teachers will moderate pupils' learning on a regular basis, during staff meetings at least termly.

Subject leaders will be involved in book scrutiny and as part of this process will make a judgment on the quality of marking and feedback in their subjects.

Children's response to marking

Children should be:

- Given time to consider teacher feedback.
- Clear about what they need to do to improve learning.
- Encouraged to edit their own learning, this process may need to be modelled carefully by the teacher.

Specific Issues

- Regard should be given to reversal of letters and /or numbers and the child's attention drawn to correct formation.
- Misconception must be addressed through the marking and feedback, especially words which children know how to spell correctly
- Children should make improvements to their learning and changes above or next to the correction.

Marking and feedback in the Early Years Foundation Stage

In the Early Years Foundation Stage teacher marking and feedback strategies include:

- Verbal Praise
- Stickers, stamps, smiley faces
- Annotation of photographs
- Oral dialogue with children about activities
- Observation of activities including use of post-it notes
- Focused activity/assessments to inform future planning
- Teaching Assistants will also record any observations, records and focus activity assessments they have carried out.

Children's response to marking

Children should be:

- Given time to respond to teacher feedback
- Clear about what they need to do to improve their learning
- Given time to edit their learning
- Taught that making mistakes is how we learn best

Pink and Green marking

The use of green and pink highlighters ('green for good', orange for nearly there and 'pink to make you think') is used across the school and it is recognised that this offers children a good visual marking tool, which is easy to understand and that children will be familiar with as they progress through school. In this way parts of a calculation or written learning highlighted green will stand out to pupils as something that they have done well, however it is important to note that regular checks should be made to ensure children understand why different parts of their learning have been highlighted.

Examples of marking and feedback to help children see what they have done well:

- I was pleased with the way you...
- Great to see that this learning includes...
- The simile used here gives the reader so much more detail.
- Your use of a range of colours here shows a good understanding of how to mix primary colours.
- Turn to the front of you book and look how far you've come with your handwriting.
- I like the way that you are...

Self-assessment

We will encourage pupils where possible to self-assess their learning. This can be by using a range of strategies such as: recording traffic lights in their books, placing learning in a choice of baskets, use of learning ladders, or through thumbs up etc.

Peer-assessment

Children can mark their own learning against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- Find one word you are really proud of and underline it. Tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
- You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of learning next time.

The wider achievement of pupils

We acknowledge that children respond well to and are motivated by praise. We aim to recognise the broader achievements of pupils through celebration stickers in assembly, sticker charts and postcards home.

Presentation

At Gorse Hill Primary School we expect all our children to try their very best. Presentation is therefore a crucial element of children's learning and marking should ensure all children are producing their best learning. Therefore;

- learning should not be scribbled out
- Children are to be encouraged to apply taught handwriting skills
- Staff, at all times model high expectations including the handwriting scheme
- Sticking/cutting of sheets will not form the basis for any lesson

Monitoring and evaluating the marking policy

Children's exercise books will be monitored by SLT and subject leaders. Subject leaders will highlight good practice and areas for development when appropriate. Opportunities for this arise at staff meetings, INSET and subject leaders' management time. Staff will participate in regular book looks.

GORSE HILL PRIMARY SCHOOL MARKING SCHEME

Mark	Meaning
T	Teacher has guided the learning
TA	Other adult has guided the learning, to be initialed if marked.
I	Pupil has learnt independently
V	Verbal feedback given to child
Pink Orange Green	Pink to make you think Orange, nearly there Green for great

Appendix 1

EAL specific codes

SC	Scaffold
KV	Key Visuals
TF	Talking Frame
SS	Sentence Starters
GO	Graphic Organiser
WF	Writing Frame

DRAFT