



Mill Lane Primary School

Marking and Verbal Feedback Policy November 2016

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Marking and Verbal Feedback Policy

Introduction

'Feedback is one of the most powerful influences on learning and achievement' (Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81-112)

Hattie's research showed that the power of feedback to impact on learning outcomes was approximately twice the size of other influences on achievement and other factors such as socioeconomic factors.

In order to be positively effective, "feedback must answer three major questions asked by a teacher and/or by a pupil:

Where am I going? (What are the goals?)

How am I going? (What progress is being made toward the goal?)

Where to next? (What activities need to be undertaken to make better progress?)" (ibid p86)

This policy sets out how the use of effective marking, feedback and response is used in Mill Lane Primary School to benefit our children.

Effective feedback through marking and editing of their work gives children constructive steps to ensure progress. It identifies benchmarking in learning and understanding, focusses on success and on improvement needs against learning objectives and success criteria. This enables pupils to become reflective learners, provides opportunities to set realistic targets and next steps and helps them to close the gap between current and desired performance.

The purpose of this policy is to set down guidelines on how we will mark children's work and to define what is expected from staff and pupils when marking.

Aims

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils about their work so that we are able to maximise their progress and support pupils in becoming affective learners. Effective marking and feedback is integral to good teaching and learning processes. By ensuring

that pupils to be actively involved in understanding how they are making progress, it empowers them and helps them to embed learning swiftly and enables accelerated learning. Effective marking and feedback aims to:

- Inform pupils what they have done well and what they need to do to improve further
- Support pupil confidence and self-esteem in learning and contribute to accelerated learning
- Support teachers' assessment of each pupil in assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning

Rationale and Principles

Marking and feedback should:

- Be manageable for teachers and accessible to children eg written in child-speak and cursive handwriting where applicable
- Be positive, encouraging and constructive. Show children that their work is valued and purposeful and that mistakes are part of learning.
- Provide clear diagnostic feedback to children, relating to the learning objective and success criteria to enable them to become effective learners and raise the standard of achievement.
- Involve all adults working with the children in the classroom.
- Give equal recognition and praise for achievement and effort through verbal and visual praise
- Respond to individual learning needs - eg marking face to face (verbal feedback) with some and at a distance with others.
- Inform future planning and group target setting.
- Use consistent codes across the school
- Mark with the child present if possible and/or plan fix-it time that takes place at the earliest opportunity for children to read, reflect and respond to marking
- Comment on appropriate spelling and grammar
- Children are taught early to self-check and edit. This is seen as a positive approach to improving their learning.

Types of feedback

Challenge - when children have completed what was required and they need extending further.

Reminder - When a child has forgotten to include something that you know they can do.

Steps - clear guidance as to what to what they should do next do next (usually 2-3 steps)

Example - adults gives an example that children could use.

Implementation

It is important that consistent practice is applied across the school from EYFS to Y6, therefore the marking criteria is discussed with children at the beginning of each academic year so that they understand the purpose and expectation. All staff should ensure that other adults in the school are familiar with the criteria.

Annotated Codes and Colours

- Green ink used for adult annotations and as an indicator when child has given oral or contextual input or when staff have given verbal feedback during a dialogue with the child. (VF: Verbal Feedback)
- Green ink used to highlight or outline positive comments linked to success criteria (** 2 'Stars') and also for improvement prompts (/ " wishes)
- Children will edit their work from the prompts using (perfect purple) purple pens.
- A minimum of one in every third piece of work in a subject should be quality marked, with up to three green highlighted areas where the child has achieved the success criteria and a detailed improvement prompt written indicating future steps.

Code	Explanation	
VFG	Verbal feedback given	Add a short note comment eg 'VFG - finger spaces'
✓	Good work	
✓	Good	Throughout work and related to the LO and SC
✓✓	Very good	
✓✓✓	Excellent	
.	Incorrect	
○	Circle errors or omissions eg capital letter, full stop	
∧	Missing word	
sp	In the margin - High frequency word spellings to be practised 3 times under their work (maximum of 3)	
//	New paragraph required	
Tn []	In the margin - Wrong tense used	
s []	In the margin - This does not make sense	
q []	In the margin - Followed by a number and a question written below	
CI	Child initiated work	
I	Independent work	
T	Supported by the teacher	
TA	Supported by the teaching assistant	
OA	Supported but another adult eg student, volunteer	
S	Supply teacher - followed by initials	
SM	Self-marked	
PM	Peer marked	
M	When a child has shown that they have mastered and can apply a concept.	

Year 6

In order to promote greater independence in Year 6 as our children become more capable, these codes will need to be altered.

Teachers will indicate there are errors on a line by placing a O in the margin. Children will then have to find and correct their mistakes independently.

When self-editing, children may use a number written inside a circle next to their perfect purple work. A corresponding number should be written in their text to show where the edit was required.

BIG WRITE

Every 2 weeks, children at Mill Lane will complete an extended piece of writing or a Big Write. Due to the nature of this piece of work, we have created a different way of marking it.

The teacher will circle and tick up to 3 positives within the written texts. These can be linked to the success criteria or spelling or grammar objectives from that year group.

The teacher will underline up to 3 areas for improvement. These can be linked to the success criteria, spellings, and use of punctuation or grammar.

The teacher will then write a target, which should be linked to the SPRINT objectives for their year group. Pupils should aim to achieve their target in their next Big Write.

Peer and Self-Assessment and Marking

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem
- Feedback/peer assessment can be oral, written or signed according to the age and ability of the child, and appropriateness of task
This can be in various forms eg thumbs up/down. traffic lights, smiley faces
- Children should be trained to give an improvement suggestion
- Children should be given time and opportunity to act upon suggestions
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

Monitoring and Evaluation

Internal and external book scrutinies, lesson observations and learning walks ensure that marking is of a high standard across the school. Staff support each other and share good practice.

Signed and dated:

Head Teacher

Chair of Governors