Hunmanby Primary School
Marking and Feedback Policy

Aim of the Policy
The main aim of this policy is to provide a consistent framework for use in the assessment of children's work, underpinning the necessary age- and subject-related variations which occur throughout school.

The Core aims of the marking of children's work are:
- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To reinforce the standard being aimed for.
- To teach children to recognise what they do well.
- To help children to improve their work through the setting of challenging but achievable targets.
- To allow children to build up a realistic picture of their strengths and areas of development, and therefore to foster a culture whereby it is alright to make mistakes, but then good to learn from them.
- To evaluate whether teaching has been effective and inform the next step of planning.
- To provide information and evidence for other audiences.

A consistency of approach throughout school is important in order to:
• Ensure that children's development is progressive and standards and expectations are shared and raised in all classes
• Ensure that strategies used are appropriate to the age and stage of the pupils in each year group.
• Enable teachers develop children's learning in their own classrooms within agreed whole school guidelines which are shared and understood by all staff and pupils

Purpose of Marking and Giving Feedback to Children's Work
It is important to mark children's work and give appropriate feedback as it:

• Is an important aspect of assessment process: both Assessment for Learning and Assessment of Learning
• Contributes to raising of standards and expectations
• Shares teachers expectations and satisfaction with pupils
• Informs children of their successes in achieving the learning objectives
• Keeps children focused on the agreed targets
• Helps children make sense of the world of learning in school

Principles of Good Marking and Feedback
Marking and feedback at Hunmanby Primary School will be:
• Positive - what rewards/incentives are given to acknowledge/celebrate achievements?
• Legible - is the adults script providing a good role-model? Can the writing be read by the child?
• Understandable – are comments written in child-friendly, age-appropriate language?
• Developmental – do comments enable the child to improve?
• Focused - are comments directly linked to the specified success criteria?

• Consistent - are the same marking and feedback methods used each time so children are familiar with what it means?
• Worthwhile -is marking and feedback seen as part of the learning experience? are children given time to act on developmental feedback in subsequent lessons to improve their work?

Strategies to be Used in Marking and Feedback
Wherever possible, work should be marked in the children's presence with discussion of improvement points and time given to work on them. However, this is not always possible so work is also marked at an alternative time. Where this happens, marking should be:
• Accessible to the children and manageable for teachers
• In line with the guidance of the agreed Marking & Feedback Policy
• Acted upon by the children, with time allowed for understanding of the comments to be checked and a focused improvement to be made in the work

There are various types of marking, and each will be used as appropriate to the focus of the lesson or piece of work.
Secretarial Marking:
• Focuses on features such as spelling, punctuation, grammar etc.
• Should only highlight features children have been asked to pay attention to (the specified Success Criteria and age-related non-negotiables)
• Leaves some aspects of writing unmarked, but these will be marked over time in other pieces of work
• Can be annotated using standard codes/symbols which are consistent throughout school (see Appendix 2 for agreed symbols to be used)

Developmental Marking:
• Used mainly for open tasks eg. narratives
• Emphasis is on success against the Success Criteria and improvement needs against the Intended Learning
• Can be written or verbal or both
• Consists of focused comments which help the child 'close the gap' between what has been achieved and what could be achieved
• Useful 'Closing the Gap' comments are:-

-Reminder prompts (eg. 'What else could you say here?')
-Scaffold prompts (eg. 'What was the dog's tail doing?'; 'The dog was angry so he…'; 'Describe the expression on the dog's face.')
-Example prompts (eg. 'Choose one of these as your own: 'He ran around in circles looking for a rabbit.' or 'The dog couldn't believe his eyes.')
• Has time planned for children to work on improvement points

The agreed format for recording developmental marking throughout school is:
1 praise comment: eg. "Well done. You have succeeded in …"
and
1 improvement comment: eg. "Now you need to…"
The use of the'Next Steps' Symbol or as appropriate
(see Appendix 1 for examples)

Self Marking:
• Time should be allowed before the plenary to allow children time to mark and self-evaluate their work
Children evaluate their own work wherever possible against the Intended Learning and Success

• Time is allowed for corrections to be made once misconceptions have been addressed in the plenary
• Self-marking should be completed using a contrasting colour

Shared Marking:
• Is carried out as a whole class with teacher as scribe at regular intervals so children become familiar with the routines and expectations
• Uses an anonymous piece of work (eg. from another class) on OHP/IAWB; the marking process is modelled by the teacher with contributions from the class, and is used to teach particular points at the same time
• Uses two pieces of levelled work, with the same title, to identify effective features, and discuss differences

Paired Marking (KS2 only):
• Done during lessons, children work in pairs to mark a piece of writing
• Focuses only on the Intended learning and Success Criteria, not secretarial aspects
• Children alternately point out what they like, then suggest ways to improve the piece
• Pairings are ability based as appropriate to the learning task
• Encourages discussion rather than 'surrogate teacher' mode (eg. 'I think this bit really shows how that character feels – what do you think?')
• Paired Marking needs to be taught to the children through modelling with the whole class watching the paired marking in action.
• Ground rules regarding confidentiality, listening, interruptions etc. should be decided as a whole class, then displayed and referred to at each session.
• Paired-marking should be completed using a contrasting colour, signed and labelled by the marker.

Efficient Organisation of Marking and Feedback
These points should be considered when organising when and how marking and feedback will be completed:
• 'Morning Work' time should be used to allow children to act on the improvement points given in the developmental marking and check understanding
• Children should be encouraged to self-mark where possible
• When class discussion takes place, feed back can be given orally, and teachers should record notes on record sheet attached to planning for future reference
• Children need feedback on their work, but flexibility is important, depending on the nature of the task and the time available
• Children need to be taught how to mark their own work or take part in shared or paired marking
• Children need to be introduced to and become familiar with the symbols and conventions used throughout school

Not all pieces of work can be 'quality marked', and teachers will decide which children's work will be marked in detail each day.
The agreed schedule for this is:
Literacy (writing)
• As a minimum, developmental (focused) and secretarial marking will take place for all children in the class over each week; one group per day identified on planning. At times, it will be appropriate for developmental marking to be completed more frequently, at the teacher's discretion.

Numeracy
• Where written recording of maths work is used, as a minimum, developmental (focused) marking will take place for all children in the class over each week.
• Where maths work is primarily practical or aural, appropriate records will be kept eg. Planning, notes on sheets or books.

Cross-Curricular Learning
As a minimum, developmental (focused) marking and secretarial marking will take place for focussed groups where written work shows the using and applying of literacy or numeracy skills. (eg. genre specific writing, data-handling etc.).

Monitoring and Evaluation
The procedures set out on this policy will be monitored through regular work scrutiny by the Headteacher and Subject Leaders. Their success will be evaluated through their impact on raising expectations and improvements in the standard of pupils work.

This policy and procedures will be reviewed annually.

Conclusion:
Marking is a powerful tool and must feed in to future lessons, be part of individual/class targets and form evidence for assessment and reporting. Marking should be as much about the learner taking responsibility and ownership over their work, as it is about gathering evidence and making judgements.

Appendix 1
Examples of Developmental marking in writing.

1. Elaborating and extending

Often used to redirect the child's focus, good for more able children who need less support
Write a character description of James
Describe the merman in more detail
Say more about the fire
Explain this for me

2. Scaffolded prompts for elaborating or extending

They often focus the child's attention on specifics OR delve via two or more questions or statements
Can you tell me more about how the girl felt walking into her new class?
You need to put more suspense into walking into the old house. Use the word 'eerie ' to create suspense.
Describe what the forest looked like to Red Riding hood. Remember to use all your senses when describing.
Can you tell me more about why you like playing football so much?
How do you treat your horses? Write about the times you have anything to do with them

3. Example prompts for elaborating or extending

Giving the children models of words or phrases they could use in their work
Describe what you are seeing as you begin to turn into a giant. Perhaps

- *Cars looks like toys*
- *Houses look like dolls houses*
- *People look like ants*

What did you see on the boats trip?
• *Majestic killer whales?*
• *Friendly dolphins splashing in the crystal sea?*

What did you find in the old house? Could it have been?
- *A dusty old cobweb*
- *An antique clock*

4. Adding a word or a sentence- this is usually done in a structured way
- Missing words- teacher writes out sentence for child to put missing words in- usually specific like adjectives
- Letting the child finish a sentence the teacher has begun
- Asking for one or two new words

'You have written said three times, please list two synonyms for said'
'Please write a really powerful adjective to describe the wolf'
'Chose an adjective which would best describe the noise: cacophony, screeching, wailing'

5. Asking for one or two more sentences

Can you tell me two more things about the beach?
What did the teacher say to the young girl before they went home?
Think of a line to rhyme with devour

6. Changing the text
- Replacing individual words- teacher could highlight in pink and ask for them to be changed- needs to explain why though. Could give examples to help child and extend their vocabulary
- Replacing individual sentences- again teacher needs to explain why and can give examples
- Replacing paragraphs- usually the last paragraph as the child has ran out of time OR as teachers we spend more time teaching about story openings than endings

I am not quite sure what happens at the end of this story. Please rewrite the ending, explaining what happens in more detail. Does the main character survive even though you have hinted he would die?

7. Justifying- very useful tool to get the children to add more detail

Why was his voice shaky….? Tell me more!
Why were the ugly sisters jealous of Cinderella?

KS2 MARKING CODE

D (or VF Stamp)	I have discussed my work with my teacher.
Sp	I have a spelling to correct.
H	I need to take more care with my handwriting.
P	I need to check a punctuation mark (full stop, capital letter, speech mark, apostrophe, comma, paragraph break.)
?	I need to check something to make sure it makes sense.
R	I must remember to use a ruler.
✓	This answer is correct.
X	I have a correction to do.
G	There is a grammar correction to make.
V	I need to think about using a better word.
	These are my next steps in learning. (KS 2)
Target Achieved!	Target met

Appendix 3

Marking, Feedback In Maths

Target Setting

For clarity, target setting should be considered at three levels; long, medium and short term mathematics learning targets. Target setting is incorporated within the marking and feedback policy to ensure that our feedback focuses on providing a target or feedback on progress towards a target that children can act upon in order to demonstrate further progress. The three levels of targets should be considered as;

Long term targets   – Annual targets

Medium term targets   – Half termly/Termly targets *(KIRFS or a gap in knowledge identified from on-going assessment that has not been successfully addressed through short term target setting. Likely to be addressed through designated target time, homework or integrated into daily practice)*

Short term targets   – Daily/weekly targets that relate to work that have been marked and require an immediate action from the child. They should be personalised to the child and link to their previous learning and not necessarily linked to any documentation.

Agreed Marking Policy

- Children's mathematics books should be marked with feedback

- All mathematics feedback should include a positive acknowledgement of progress made growth comment that requires an immediate action. Growth comments should be used to **extend** (could be an extra task, a different learning objective or a higher order question), **consolidate** (more practice) or **correct** learning (using strategies such as 'there are two errors in this exercise – can you find them?' rather than marking correct and incorrect questions).

- Developing a bank of sentences/strategies such as 'write down the key points….' (useful at the end of a topic when all work is correct), 'top tip…' (useful for addressing a key point of learning that has been missed), 'make up some questions and swap with a talking partner' (for when the work is correct but you want to consolidate learning) and 'come to tomorrow's focus group' (preferable to 'Please see me') may be helpful.

- Ensuring that feedback will have an impact on children's learning can be established by *e.g. ensuring that time that can be set aside for children to address it*