

Jubilee Park Academy



reaching and believing

Marking and Feedback Policy

September 2015

Policy will be reviewed: September 2017.

Signed by Chair of Governors: _____

Date: _____

Principles.

Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning ;
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning;
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Who is involved?

Leadership Team: monitoring, evaluation and inset;

Partnership Teachers: modelling good practice;

Class Teachers: giving a range of feedback in a variety of forms;

Pupils: self-assessment and marking, peer assessment and marking and improving their own work;

Learning Support Staff: marking in line with the learning objective, commenting on assistance given: Supply Teachers and Trainee Teachers are required to follow the policy.

Guidance for marking by teachers.

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next;
- the child has an opportunity to read and respond to the marking as soon as possible;
- It is informing the teacher of future learning needs which can be incorporated into future planning.

Remember that:

- marking is most effective in the presence of the child;
- children should be given time to read/ reflect on / respond to the marking;
- Effort should be acknowledged alongside achievement.

Marking and feedback should take some of the following forms, as appropriate to the work:

- **SUCCESS CRITERIA / LEARNING OBJECTIVES**
All marking comments will be measured and assessed against the learning objectives and success criteria for each lesson. These can also be included in plans; however, children should have input.
The use of the following codes can be used to indicate where a teacher or peer has intervened to support improvements within class.
- **VS (visualiser stop)**
Children to draw a line under their work at a **visualiser stop** so subsequent learning can be made using a 'polishing pen' in purple (**coded VS**).
- **VF (verbal feedback)**
If verbal feedback instead of written feedback is given, then it should be coded '**VF**'. This verbal feedback and feed forward process should be part of normal classroom practice. Subsequent learning or improvements can be made using the 'polishing pen'.
- **CI (collaboratively improved)**
Both children read and discuss one of their pieces together (not swapping books). The child whose work it is has control of the pen and has the ultimate say. Together they decide on the best examples, reasons are given and underlined. Together, they should talk and agree the improvements which are made; there and then, using the 'polishing pen'. Space is left at the side of the child's writing or underneath for improvements to be made. (**Coded CI**) Both children initial the improvements.
- **SA (Self-assessment; coded SA)**

- Children self-assess and improve their own work with reference to the success criteria. Children need to be trained in how to peer and self –assess meaningfully, so that time spent in lessons on this, is beneficial to the learning.
- **Teacher comments** would be the **last piece** in the process. They need to provide specific comments about current quality, cause further thinking, justifications and move the quality level forward by demanding an additional response. The ‘**Pink to make you think**’ and ‘**Go Green**’ highlighter system will be used at the **teacher’s discretion**.

Excellent work = Green

Work requiring improvement = Pink (underlined rather than highlighted)

Overuse of the highlighters is not encouraged, as IMPACT is lost - so being selective is of the utmost importance.

Highlighting of entire words and sentences is encouraged. A short mark at the start of a line to draw attention to a particular line or paragraph is also acceptable.

All mistakes in a piece of work **WILL NOT** be rectified by the teacher. ‘Secretarial’ marking **IS NOT** positive developmental and so will not take place in books. In **drafting books** marking will be less detailed and will be mainly verbal.

- **MARKING COMMENTS.**

All marking comments should be positive and developmental which show an understanding of the child in terms of acknowledging what they have achieved and then leading to an opportunity for improvement in effort, aspiration, progression in skills and/or knowledge. See examples below and in further school feedback examples for English, GPS and Maths.

“Well done, I think you’ve explained the process clearly using the correct technical terms.”

“How could you back up your arguments with more evidence? Give an example.”

- **THE WRITTEN FEEDBACK PROCESS**

Will highlight the success and improvement against the Success Criteria and Learning Objective.

Must be accessible to children. (Including SEN and EAL).

Not all pieces of work will be ‘quality marked’ however all written work should be acknowledged and where pupils have not met the success criteria and learning objective, the teacher will provide feedback to develop learning.

Focused comments should help the child in ‘closing the gap’ between what they have achieved and next step improvement.

Along with written feedback, it is important that evidence through planning, drafting and editing is available to view.

Marking is most effective in the presence of the child.

Work completed by child



Highlight



Positive Developmental Comment/Question/Challenge



Child revisits and edits work where directed

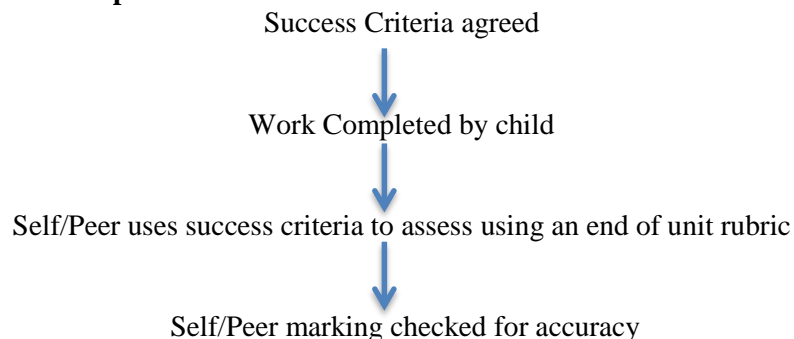
Children will be coached to routinely make corrections where **pink** is used to highlight work.

Self /Peer /Collaborative Assessment.

Suggested process for collaborative assessment:

- This will take place after work has been completed.
- A variety of scaffolds will be used (at teacher's discretion) to encourage assessment and improvement of work. (See appendices for examples)
- Peer, self and collaborative assessment and feedback/ feed forward should take place as part of normal classroom practice.
- Teachers will plan assessment sessions in lessons to allow the assessment process to take place. A quality over quantity approach will be employed.
- Collaborative assessment (Not to be confused with collaborative improvement) takes place when children work together to **assess** a piece of work (no editing takes place)/ Some teachers may allow children to use pink and green pencil crayons or highlighters, others pencils or verbal.
- Any improvements made after this process, will be made by the individual child.

Suggested process for self/peer assessment:



Teachers should provide sufficient modelling of the assessment process to enable the children to understand this process. Please refer to the English programme of study for individual year group expectations.

Key Stage 1

In EYFS and Year 1, simple and straightforward verbal feedback (use codes) will easily communicate next step advice to the children. Positive non-specific and development comments may be included dependent upon the child's ability and at the teacher's discretion.

Peer assessment will begin with verbal discussions and as the children's understanding of the process develops, this will move on to using a simple success criteria sheet with adult support.

By Year 2, it is expected that most children will be able to move onto the whole school marking method. This will be initiated at the teacher's discretion.

Expectations.

All pieces of work in books should be acknowledged either through teacher marking, peer marking or self-assessment. Teachers' handwriting needs to be legible as a model for the child and in a **contrasting colour** (ideally green ink) to the child's work.

LS staff working with groups or individuals are expected to mark their work in line with this guidance (with guidance from the class teacher).

Time to respond to feedback.

This may take various forms; is at the teacher's professional discretion and could include whole lessons. The more immediate the feedback the more impact it will have.

Time should be given for children to read, understand and be aware of their targets for improvement. Then given the opportunity to review and amend the work as appropriate. Regular slots will be highlighted in the planning process.

In order for marking to be formative, '**closing the gap**' information must be understood and acted upon by the children.

Teachers will respond as necessary to any children's comments from the previous lesson. The most powerful form of feedback is that given by the pupil to the teacher. This 'conversation' should be clear to all parties and be revisited after a suitable distance from learning. All dialogue should be constructive and aimed at improving the standards of work.

Children must respond clearly and accurately to the comments.

Detailed Teacher Marking.

For English and Maths, there should be a *fair* balance of teacher and child marking.

Teachers should be conscious of checking the quality of peer and self-assessments made by children. For foundation subjects there should be evidence in topic books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in meeting elements of the success criteria, or achieving the learning objective. Children should be given opportunities to feed back their comments about other children's work in the topic books throughout the year. In each subject area, every child should have a fair amount of work 'quality marked' as appropriate for every topic or theme. Cover/ supply teachers need to mark and initial all work.

Alternative ways of sharing/ celebrating a child's success.

- Openings of lessons ;
- Mini-plenaries e.g. 'Why is this good? (refer to success criteria)';
- Plenaries and use of the visualizer;
- Peer selection of good examples to share and explain;
- Pupil of the Week assemblies;
- Achievement awards;
- Excellence or good learning displays with reasons why;
- Letters to parents outlining a child's success;
- IT - storage of good examples on website.

Moderation and standardisation.




It is expected that cross-year group moderation will occur regularly throughout the academic year. Standardisation sessions will take place throughout the year between selected staff to review the quality of learning and feedback as well as to provide feedback to each other about how best to improve their own methods of giving feedback. It would be expected that pupils would be involved in this process through conferencing sessions in order to ascertain the impact of the

feedback they've been given.

Monitoring.

Marking and feedback will be monitored by senior management through taking samples of books and through lesson observations.

Jubilee Park Academy Marking Codes (EYFS)

	Strengths highlighted in green.
L 	Learning objective achieved.
L  →	Close the gap task to address any misconceptions/ mistakes.

L 😞	Learning objective not met – adult intervention.
.	Incorrect answer.
I	Independent work - no support given.
AS	Adult support
VF	Verb feedback by adult
CA	Collaboratively assessed

A display of the marking key will be on view in every classroom.

Marking in EYFS.

Every English and Maths piece of work in the English and Maths books will be marked using the codes.

If pupils receive:

L 😊 then there will be evidence that staff have quality marked the work by providing the child with a challenge.

L 😞➡ then staff will **always** provide a gap task.

L 😐 then there will be evidence that an adult has led an intervention to support the pupil's learning. This might be a photograph placed under the marking code, a written note from the adult or examples of work done by the adult and pupil together.

If a pupil has formed their letters or numbers incorrectly then they will **always** be given an opportunity to practise their correct formation in their English and Maths books.

Extended writing.

There will be evidence of green highlighting when marking every piece of extended writing (including cross curricular extended writing). Extended writing must always be quality marked.

English and Maths books must be marked daily.

Jubilee Park Academy Marking Codes (KS1)

	Strengths highlighted in green.
	Basic/GPS errors underlined in pink.
L 😊	Learning objective achieved.
L 😐 →	Close the gap task to address any misconceptions/ mistakes.

L 😞	Learning objective not met – adult intervention.
.	Incorrect answer.
I	Independent work - no support given.
AS	Adult support
VF	Verbal feedback by adult
CA	Collaboratively assessed
CI	Collaboratively improved
PA	Peer assessment
SA	Self-assessment
VS	Visualiser stop

A display of the marking key will be on view in every classroom.

Marking in KS1.

If pupils receive:

L 😊 evidence of at least one piece of work in English and Maths has been quality marked with a challenge per week and two challenges are evident in the thematic and Science books during every half term.

L 😞 → then staff will **always** provide a gap task.



L 😞 then there will be evidence that an adult has led an intervention to support the pupil's learning. This might be a photograph placed under the marking code, a written note from the adult or examples of work done by the adult and pupil together.




Extended writing.

There will be evidence of green and pink highlighting when marking every piece of extended writing (including cross curricular extended writing). Extended writing must always be quality marked.

English and Maths books must be marked daily.

Jubilee Park Academy Marking Codes (KS2)

	Strengths highlighted in green.
	Basic/GPS errors underlined in pink.
LO✓	Learning objective achieved.
LO→	Close the gap task to address any misconceptions/ mistakes.

LO?	Learning objective not met – adult intervention.
•	Incorrect answer.
I	Independent work - no support given.
AS	Adult support
VF	Verbal feedback by adult
CA	Collaboratively assessed
CI	Collaboratively improved
PA	Peer assessment
SA	Self-assessment
VS	Visualiser stop
	Peer praise
	Peer improvement (suggestion)
	Purple ‘polishing’ pen

A display of the marking key will be on view in every classroom

Marking in KS2.

If pupils receive:

LO✓ evidence of at least one piece of work in English and Maths has been quality marked with a challenge per week and two challenges are evident in the thematic and Science books during every half term.

LO → then staff will **always** provide a gap task.

LO? then there will be evidence that an adult has led an intervention to support the pupil’s learning. This might be a photograph placed under the marking code or examples of work done by the adult and pupil together.

Extended writing.

There will be evidence of green and pink highlighting when marking every piece of extended writing (including cross curricular extended writing). Extended writing must always be quality marked.

Peer assessment/collaborative assessment and improvement.

It is recommended that staff use these AfL strategies on a regular basis so that pupils can build skills to become independent learners. It is recommended that these strategies are used at least three times a week across the whole curriculum.

English and Maths books must be marked daily.

Visiting/trainee teachers.

Supply teachers will refer to the marking code on display in classrooms and liaise with year group colleagues. Mentors will provide support and training for **trainee teachers**. Both parties must adhere to this policy.

Monitoring and Reviewing.

Regular monitoring by phase leaders, subject leaders and SLT will be used to set targets, monitor samples of the children's work, scrutinise planning, interview children and to ensure the policy is being implemented in the classroom.

Teachers will be given the opportunity to observe their peers (within year groups and across year groups) to develop good practice and ensure quality assurance.

Cluster meetings with other schools will also be used to review policy.