

Chalk Ridge Primary School

Marking and Feedback Policy



Agreed and adopted:

Reviewed: March 2023

Next review: March 2025

All teachers at Chalk Ridge understand the importance of providing meaningful feedback. Done well, it supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. Providing effective feedback is well-evidenced as having a high impact on learning outcomes. As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback.

The most recent Education Endowment Foundation research (June 2021) shows that effective feedback:

- provides feedback when work is correct, rather than to just identify errors
- should provide specific information on how to improve
- should give pupils an opportunity to act upon feedback
- should not be limited to written marking as verbal feedback has a high impact overall
- can be from peers but is most effective when from a teacher
- can be effective during, immediately after and sometime after learning
- informs planning of future teaching and learning.

All feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. When giving feedback teachers should consider how feedback will be received including the impact on self-confidence and motivation. Feedback should empower children to take responsibility for improving their work.

Principles of effective feedback at Chalk Ridge Primary School

All marking should be meaningful, manageable and motivating.

Marking by an adult should be in black pen and will be provided in a timely manner.

It will provide clear information to children about the strengths, areas for development and next steps in their learning.

It will encourage children to strive to improve and promote independence of self-correcting.

Give children specific praise to show their work is valued.

Strategies we will use include: -

- ❖ live marking (marking during rather than after the lesson)
- ❖ self-assessment
- ❖ peer assessment
- ❖ coded marking
- ❖ written marking
- ❖ verbal feedback

Summative Marking / Feedback

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this.

Formative and Developmental Marking / Feedback

Research demonstrates that immediate, oral feedback, is one of the most effective ways for children to receive feedback. This dialogue should focus upon successes, areas for development and to set targets for future learning. Feedback in this way ensures progress is more rapid. Verbal feedback will be evidenced in books with a VF code. All feedback whether written or oral will focus first upon the learning intention/outcome of the task. The emphasis should be on both successes against the learning intention and the improvement needs of the child.

Marking and feedback given by teaching staff other than the class teacher

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled.

Self-Marking and Evaluation

- When appropriate, children should be given time at the start of a lesson, to read and act upon the written feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work.
- Children should, where appropriate, respond to the written feedback, either verbally or a written response.
- All children should be encouraged to self-evaluate and identify their own successes and look for how to improve their work.
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement in a supportive manner.

The following guidelines support the consistency of feedback throughout the school.

English

In English all pieces of work will have a learning title at the top of the page which will give the purpose of the writing or task (this should relate to the planning).

- For specific pieces of work, the children will be given the opportunity to edit and improve their work. Their improvements will be supported with prompts appropriate to their ability. If this is a significant number of the class then planning will need to be adapted for the next session.
- For identified children, a focus development point will be given for their next piece of work and children must then be given the opportunity to achieve this.
- In written work incorrect spellings which have been previously learnt should be underlined with a highlighter pen in pink and written in the margin.
- Using the correct spelling in the margin the children should edit their work appropriately.

Developmental feedback examples for English tasks and writing include;

- Both adults and the children will use the success criteria to identify areas of success and areas for development.
- Editing and rewriting sections again to improve their work. The teacher will identify how the piece of writing needs improving either by written feedback or verbally.
- Using a purple editing pen the child will edit a piece of work, adding in punctuation that is missing, or editing punctuation for effect.
- Improving vocabulary by choosing a better word using appropriate resources e.g.: working wall, word mats or a thesaurus.
- Improving sentence structure by modelling this with the child using sentence examples from the child's work. The child then has the opportunity to rewrite their own sentences.

When quality marking teachers should:

- Read the entire piece of work.

- Double tick 2 examples of where the child has met the learning intention.
- Identify one area of writing (linked the learning intention) that they need to develop, this may be underlined in a pink highlighter.
- Spelling, punctuation and grammar need not be marked in every piece of work unless linked to the learning intention or key spellings being taught through No Nonsense Spelling programme.
- Symbols may be used as shorthand when feeding back, but if they are, pupils need to be clear about what the symbols represent.

Mathematics

In Mathematics all pieces of work will have a learning title at the top of the page which will give the purpose of the maths/task (this should relate to the planning).

- When marking a question correct adult will use a tick, when it is incorrect they will use a cross.
- In mathematics children will be given the opportunity to respond to marking (by attempting to answer a question again or improving their written response) either during verbal feedback or when work has been marked.
- Their improvements will be supported with prompts appropriate to their ability. If this is a significant number of the class then planning will need to be adapted for the next session.






Developmental feedback examples for mathematics include;

- Trying a more difficult calculation.
- Recording 'prove it' statements.
- Challenging the child's reasoning – 'can you give me 2 examples where this is true?'
- Respond with a pictorial representation.
- Where appropriate write a verbal response to explain their thinking.
- Modelling a method and asking the child to complete 'another.'
- Asking a child to correct 1 or 2 questions in a purple pen

We can check that this is working by:

- Staff moderation of books in a range of subjects
- SLT/Subject Leaders monitoring of lessons
- Pupil conferencing to assess the impact of feedback on learning
- Governor visits and reports

Agreed Marking and Feedback Codes

| Mark | Meaning |
|---|---|
| ABC | Capital letter needed or capital letter used incorrectly. |
|  | The word or letter that has been circled is not correct. Can you work out how to correct it? |
|  | This word is spelt incorrectly (underlined with a pink highlighter). Find the correction in the margin and correct it above the word in purple. |
|  | Effective use of..... |
|  | You have missed a word here |
| P | You have missing punctuation here |
| T | Incorrect tense |
| FS | Finger space needed |
| X | Incorrect answer |
|  | Correct answer |
| G | Group work |
| I | Independent work |
| VF | Verbal feedback |
| CT | Supported by class teacher |
| LSA | Supported by LSA |
| B | Buddy |

Appendix 2

Verbal Feedback - **talk** frames to use during conferencing (always done with reference to the learning intention). May be indicated by **VF** in books.

Motivational phrases to encourage children to recognise what's good about their work

Let's take a look at what's good about this...

I really like this idea, because...

Ooh, that's a great way of...

I hope you continue to use that.

That's a brilliant idea. Any others?

Why do you think I chose that one?

Let's go for...

Excellent. Now see if you can...

Phrases to encourage "magpie-ing" from modelling, examples and WAGOLLS

Could you use...?

Let's bank that one.

You can magpie that from my example on the board.

Jot some of these ideas down as we go along.

Think back to _____ and save that.

Make certain you jot that down somewhere to remind you to use it from now on.

Phrases to encourage looking more closely/ thinking/speaking further

How else could you do this?

What do you think would work?

What might you do here...?

Keep going.

What else could we have?

Just think about that for a moment.

The first thought not always the best thought. Have another go.

Push yourself. It's going to be much more powerful if...

Now let's think about this...

We could say/do but I think we could do better than that.

Do you think we should say or ...?

Can you say a little more about that?

What is that most important thing that is needed here?

Phrases to encourage children to check and evaluate their work

Let's just read that and see how it sounds

Let's reread it and that may help you to do the next part

Are you pleased with...?

Can you spot...?

Now what is needed...?

Does it all fit together logically?

Phrases to add in extra challenges

Now try...

Now let's think about...

What could we use to ...?

How could we make this more...?

We've got ----- what else do we need? What could follow? You tell me.

How can we make _____ more interesting?

See if you can get a list/diagram/table going now.

Keeping it pacy

Quick! I need the next sentence/another fact/piece of information.

You've done that – what's next?

One minute to...