Gwenfro Community Primary School

Marking Policy

Agreed by the Governing Body: …………………………………………

Review date: …………………………………………

Signed: ……………………………………………………….

Chair of Governors: …………………………………………………

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) In Hattie's research 1999 comparing 500 meta-analysis of over 180,000 studies involving 20-30 million pupils, the power of feedback to impact on learning outcomes was on average twice the size of other influences on achievement including direct instruction, reciprocal teaching, prior ability, reduced class size and other factors such as socioeconomic factors.
 However feedback has the power to impact both positively and negatively on pupil performance. 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 doing? (What progress is being made toward the goal?), and Where to next? (What activities need to be undertaken to make better progress?)"

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils. Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Gwenfro Community Primary School this important stage of the teaching and learning process is also called 'Developmental Marking'. There is also marking that enables the pupil to progress immediately within the lesson and used in focus groups, this is called 'intervention marking'. Marking that marks that the pupil has or has not achieved the learning intention is known as 'surface marking'.

1. Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners. Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

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

2. Processes

Four types of feedback occur during teaching and learning at Gwenfro Community Primary.

i).Teachers' well considered intervention to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 discussion with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process. This is 'Intervention marking'.

ii) 'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work. (Surface marking).

iii) Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.

iv) Self-assessment and peer assessment of the attainment and success of a piece of work. These are particularly used for end tasks in both English and Mathematics.

3. Non-negotiable Procedures for Marking.

All marking is to be done in a clear legible hand aligned to the school handwriting script.
The marking code is to be followed in all cases. (see Appendix 1)
The marking code should be accessible to all pupils in the learning environment.
All pupils' work is to be at least 'light' marked by Teacher or Support Staff.

In Literacy at least 1 piece of work per pupil should be developmentally marked during the process of creating the end task.

All marking is to be initialled by any practitioner other than the class/set teacher.

In developmental marking:

Feedback comments will be specifically linked to the success criteria and learning intention. They must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. Marking will also take into account children's individual targets, their stage of development and strategies used to support their development. This will be done in line with the marking code. Staff will mark in red pen, children in purple pen and supply or support staff in black. When children peer assess they will mark in green.

Self-assessment

A range of self-assessment techniques are used throughout the school depending on the task and the pupil stage of development.

The most common approach taken through school is

Pupils will "traffic light/ smiley face" their work against their learning objective accordingly-

Red/sad face: 'I find this difficult

Amber/ straight face: 'I can do this but need more help to feel confident'

Green/smiley face :'I can understand and do this and this shows in my work'

For older children they often add a comment on how they feel they have done or what they require support with.

For the end task all children complete a self assessment appropriate for their age.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify positive aspects of work and suggest areas for improvement. This can be done in a green pen and the peer assessor's initials must be left. They will use the same techniques/strategies as they do when self-assessing.

Responding to comments

Pupil response to comments should be recorded. If in Foundation Phase this is verbal, it should be recorded as such. Response should be made as soon as reasonably possible in order to support pupils effectively.

Rewards: as Adults in school we want to recognise good work with stickers, merits, smiley faces etc. However empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

3a) <u>Procedures in greater detail</u>:

3ai) <u>The Frequency of Developmental Marking</u>

All pupils' work is to be at least light marked by Teacher or Support Staff.

Preparation work including text maps, plans and drafts in literacy and jottings, working out and exploration in mathematics should be collated in pupils' books. This may be the form of photocopies of white boards and material captured electronically and reproduced as appropriately. This is important as it charts the process and progress of pupils' learning.

In Literacy and Numeracy all pupils should have at least one piece of work marked developmentally by their teacher per week. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.

Where appropriate, developmental marking process maybe exemplified through observational assessment made by adults and verbal feedback/discussions will be recorded and noted down. This will be recorded in observation books and pupil profiles on incerts, and as the child progresses through Foundation Phase directly onto recorded work as appropriate.

3ib) <u>Giving effective feedback to pupils.</u>

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment which is essential for teachers to refine and hone planning when teaching pupils so that they can swiftly move forward towards desired learning outcomes.

Feedback should: be positive, specifically identifying what has been done well

Identify an area for specific improvement followed up with an improvement task or identify a specific area for deeper investigation/ extension of understanding.

Well-constructed feedback tasks prompt effective response from pupils so to improve quality of work or reinforce learning. They should maintain challenge for individual pupils, yet be easily executed and brief in nature, enabling pupils to move forward, and be aware of how they are improving. For example, the challenge within the task may:

o   Refine a teaching point to consolidate or reinforce understanding.
o   Extend understanding to deepen learning or raise to a higher level of thinking.
o   Address/explore misconceptions
o   Pick up errors if apparent.
o   Address incomplete work and presentation issues.
o   Focus a need for practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.

When constructing feedback teachers need to consider:

1. Does feedback inform the pupil what they have done well and what they need to do to improve?
2. Relate to planned learning intention and success criteria?
3. Can feedback be read clearly and understood?
4. Does feedback indicate a next step/improvement in learning?

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher. Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy.

Students in school are required to follow this policy as appropriate, however the class teacher is also required to monitor marking completed by the student to ensure quality assurance. Teachers will use professional judgment in discussion with the Headteacher or Deputy Headteacher to ascertain whether the marking of all pupils' work is monitored or just a sample.

5 Responsibilities

It is the responsibility of the teacher to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school. It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

6. Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

7. ALN and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's IEP as required.

8. Monitoring and Evaluation

Monitoring of the policy will be done through work scrutiny led by the Headteacher and SLT leads as appropriate. It will be monitored for whole school consistency and evaluated for

impact on pupils' outcomes. The Headteacher will also monitor the impact of developmental marking through work scrutiny in both numeracy and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. This will be triangulated with pupil discussions to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress. Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes.

9. Policy Review

This procedure has been agreed by the staff and Governors in the Spring Term 2018 and will be reviewed in line with the school's cycle of policy reviews, by and in the first instance no longer than Autumn 2020.
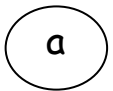
References: The Power of Feedback John Hattie and Helen Timperley REVIEW OF EDUCATIONAL RESEARCH 2007 77: 81

http://education.qld.gov.au/staff/development/performance/re sources/readings/power-feedback.pdf

Appendix 1 - Marking code

✔	correct
.	Incorrect
Circle ⓐ	Missing capital letter or incorrect case
Circle or dot or arrow to indicate	Missing full stop or incorrect placement
Word underlined	Spelling mistake
Wiggly line and question mark	Grammatical error/doesn't make sense so read again
//	New paragraph
I	independent work
NS	Needed support
P	Peer or partner work
T	target this may be T –met or T – work on your handwriting
VF	Verbal feedback

ST	Supply teacher