



# **ASHBOURNE HILLTOP Primary & Nursery School**

## ***FEEDBACK AND MARKING POLICY***

### **What is the purpose of the policy?**

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **Why do we need a marking and feedback policy?**

It is important to mark all work that children do. Sometimes simple recognition that the work has been read by their teacher is sufficient, both as a sign of respect for the effort the children have put in and to enable parents to see that their child's work is valued. However, to have the greatest effect the work needs to be marked against an objective and feedback given to the child as close as possible to the time the work was done. It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. For the age of children at Hilltop School we consider verbal feedback to have the greatest impact in terms of children's learning.

### **What are the principles that guide the school's approach to marking?**

Marking and feedback should:

- ✓ be manageable for teachers and accessible to children;
- ✓ relate to the learning intention / curricular targets and comment on previous attainment within the context of the learning intention / curricular target;
- ✓ involve all adults working with the children in the classroom;
- ✓ give recognition and praise for achievement and clear strategies for improvement;
- ✓ allow specific time for children to read, reflect and respond to marking;
- ✓ respond to individual learning needs: eg. marking face to face with some and at a distance with others;
- ✓ inform future planning and group target setting;
- ✓ use consistent codes across the school;
- ✓ it will ultimately be seen by children as a positive approach to improving their learning.

**How do we mark children's work?****Oral Feedback:**

Hilltop school recognises the importance of children receiving regular oral feedback. The adult will initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment. Children will initial the teacher's comments when age appropriate.

**Written marking and feedback:*****Summative feedback / marking***

This usually consists of ticks and circles and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

Topic work and science books will be marked against the appropriate objective and initialled.

***Formative feedback / marking***

A learning objective (WALT) should always be put in children's books and a colour code will be used to show progress against the objective. Green indicates the objective has been met, pink indicates that a mistake has been made.

Note: Errors in mathematics are always corrected.

Not all pieces of work can be "Quality Marked". Teachers decide whether work will simply be acknowledged or given detailed attention.

***What is Quality Marking?***

This is used when a child has done a substantial piece of independent work and it has to be marked away from the child. Teachers focus on both successes against the learning intention and improvement needs. The model of "2 stars and a wish" will be used to give written feedback in writing books.

**When Quality Marking teachers:**

1. Read the entire piece of work.
2. Highlight examples of where the child has met the learning intention.
3. Highlight aspects of the work which could be improved.
4. Provide focused comments which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- A **reminder** prompt (e.g. ‘What else could you say about the prince’s clothes?’ or “remember to end each sentence with a full stop.”);
- A **scaffolded** prompt (e.g. ‘What was the monster doing?’, ‘The monster was so angry that he...’)

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, time is planned in a future lesson to feedback the teachers comments to individuals or groups of children.

### **What other styles of marking do teacher’s use?**

#### **A tick and an initial**

This is used particularly when there has been a large amount of adult input in the lesson or where oral feedback was given. All teachers will use the following initials when marking:

i - indicates the work was produced independently by the child.

s – indicates the child was supported by an adult in that piece of work.

v – indicates verbal feedback was given to the child at the time the work was done.

In these instances no other written feedback will be given.

Note: the teacher may decide to give a merit to a child who has tried hard or produced a particularly good piece of work. This will be acknowledged by writing “merit” when the work is marked.

#### **What about correcting spelling, punctuation and grammar?**

When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point.

However, where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and meet previous targets.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a curricular target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.

#### **How do teachers in the foundation stage mark children’s work?**

In nursery and reception, the teachers focus on giving oral feedback to the children but may write a comment with the child. Staff also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile.