

Epsom Primary School

FEEDBACK & MARKING POLICY

Date of issue: October 2015

Owner: Assistant Headteacher: Teaching and Learning

Date of review: July 2018

Governor Committee: Curriculum & Achievement

Signed..... Date.....

Rationale

At Epsom Primary and Nursery School, marking is valued as a vital part of the process of providing feedback and assessment of children's learning. We recognise the importance of providing constructive feedback, focussing on successes and how they can make any improvement; linked against learning intentions. Marking has to be meaningful to the children so that they can see what learning they have achieved and what their next steps for improvement are. Our rationale supports our SMSC policy, which promotes a reflective practice and creates space for spiritual learning.

Aims and Objectives

- to provide feedback which value pupils' work focusing on achievement and the effort that has been put in.
- to provide next steps on how to improve work
- to inform the teacher's future planning
- to allow for spiritual learning where children review and reflect their work, that of their peers and respond when required to take ownership of their learning.

Marking Guidance

The amount of detail in the marking is determined by:

- the purpose of the piece of work
- the child's age
- the child's reading ability
- the extent to which feedback has been provided in the lesson, e.g. during the plenary or guided group

The level of support should be recorded using the following terms in a pink pen:

- T (teacher) or TA (teaching assistant)
- 1-5, 1 being minimal support, 5 being fully supported.

All marking should be completed using pink and green pens; 'tickled pink' (or 'pink for positive' in child speak) for a positive comment and 'green for growth' for a next steps comment.

An outline of marking strategies are highlighted below:

Verbal feedback is the feedback you give within a group session during class time, identifying the strengths in the child's learning and also where they need to improve. This **MUST** link to the success criteria. Tick any answers in the child's book (maths) and identify any corrections by using a green dot. *Children will need to be taught that a green dot means first try this again and if you are stuck ask for help.* You will need to highlight 3 incorrect spellings as well in their work if there are any. You will also need to draw a triangle as to the progress they have made towards the learning intention and whether it is supported or independent. Please add the initials VF at the bottom of the child's learning.

Peer marking: using the green and pink coloured pencils, another child marks their work. They must identifying the strengths in the child's learning and also where they need to improve. This **MUST** link to the success criteria.

Self Marking: using the green and pink coloured pencils, children mark their own work. They must identifying the strengths in the child's learning and also where they need to improve. This **MUST** link to the success criteria.

Detailed Mark: this is 1 or 2 positives and a next step or a response question which supports with the child progressing in their learning. You should correct 3 spellings and also drawing a triangle to show the progress towards the learning intention and the level of support given. Tick any answers in the child's book (maths) and identify any corrections by using a green dot

For KS1, this means underlining 1 or 2 pinks or all of the where applicable and one area in green which links to a child's next step and use a response question where they will act upon it.

Brief mark: This is the marking which will occur during verbal feedback (please see verbal feedback notes)

An outline of a typical weeks marking is highlighted below but should be used as a guide:

	CT mark 1	CT mark 2	TA mark 1	TA mark 2	Number of books for CT to mark outside of learning:
Monday	Group working with CT VF mark 3 incorrect spellings while giving feedback. (Both books) Brief mark	2 strengths and a next steps marking For one group of children 8 -10 children (Both books)	Group working with TA VF mark 3 incorrect spellings while giving feedback. Brief mark (Both books)	2 strengths and a next steps marking For one group of children 8 -10 children (Both books)	16-20 If 8 from the afternoon (24-28)
Tues	Group working with CT in English VF mark 3 incorrect spellings while giving feedback. Brief mark Peer/ self marking in maths	2 strengths and a next steps marking in English (detailed) For one group of children 8 -10 children Peer/ self marking in maths	Group working with TA VF mark 3 incorrect spellings while giving feedback in English Brief mark Peer/ self marking in maths	2 strengths and a next steps marking in English (detailed) For one group of children 8 -10 children Peer/ self marking in maths	8-10 If 8 from the afternoon (16-18)
Wed	Group working with CT in maths VF mark 3 incorrect spellings while giving feedback. Peer/ self marking in English	2 strengths and a next steps marking in maths (detailed) For one group of children 8 -10 children Peer/ self marking in English	Group working with TA VF mark 3 incorrect spellings while giving feedback in maths Brief mark Peer/ self marking in English	2 strengths and a next steps marking in maths (detailed) For one group of children 8 -10 children Peer/ self marking in English	8-10 If 8 from the afternoon (16-18)
Thurs	Group working with CT VF mark 3 incorrect spellings while giving feedback. (Both books) Brief mark	2 strengths and a next steps marking For one group of children 8 -10 children (Both books)	Group working with TA VF mark 3 incorrect spellings while giving feedback. Brief mark(Both books)	2 strengths and a next steps marking For one group of children 8 -10 children (Both books)	16-20 If 8 from the afternoon (24-28)
Friday	Group working with CT VF mark 3 incorrect spellings while giving feedback. (Both books) Brief mark	2 strengths and a next steps marking For one group of children 8 -10 children (Both books)	Group working with TA VF mark 3 incorrect spellings while giving feedback. (Both books) Brief mark	2 strengths and a next steps marking For one group of children 8 -10 children (Both books)	16-20 If 8 from the afternoon (24-28)

Responding to feedback

Children will have a designated response time each day called 'Purple 5 Time' in which to respond to marking. Children will respond to their marking in purple pen or pencil during this time which will then be marked and initialled by the teacher to say that they have read the comments and address any misconceptions.

Further guidance on providing next step comments

- Next step comments MUST be generic (i.e. NOT directly related to a text type) to ensure they can be achieved in a future lesson even if the 'topic' has changed.
- Comments must be CLEAR and concise (e.g. Use finger spaces; Use the connective 'although' to start a sentence) and link to the learning.
- Response time should be given to all children so they have time to read the feedback and respond, allowing children time to reflect in their practice and learn how to improve.

Further guidance on peer and self marking

- Children should be given as many opportunities as possible to assess their own learning to promote independence
- They should do this verbally with each other, through talk partners and team work, and also through self-marking, where appropriate.
- They should be trained to use the marking techniques above to mark their own and other's work in pink and green pencil or pen
- Peer marking, allows for children to recognise differences in learning outcomes and allow children to communicate ideas in a supportive environment; developing self -esteem and self- confidence.
- Self marking and peer marking must still be checked by the teacher

The use of marking

- Marking should be used to inform future planning
- As a result of the next steps given to pupils, there should be evidence of progression in pupils' work
- Children should be able to use marking to be able to articulate their next step
- Marking should form part of the material used to assess whether pupils are meeting end of year expectations.

Date agreed: October 2015

Date to be reviewed: July 2018