



Marking and Feedback Policy

REVIEW DATE	1 st October 2017		
SIGNED HEAD TEACHER		DATE	13 th October 2016
SIGNED CHAIRMAN OF GOVERNORS		DATE	13 th October 2016

Quality Marking & Feedback-for-Improvement Policy and Guidance

Rationale

“Where anyone is trying to learn, feedback about their efforts has three elements – the desired goal, the evidence about their present position and some understanding of a way to close the gap between the two.” (Sadler, 1989)

Marking is an essential part of assessment *for* (formative) and *of* (summative) learning and thus teaching and learning. Through astute use of quality marking and feedback, we assess what children have learnt against the National Curriculum and success criteria. We are therefore able to identify and cultivate strengths; unpick and build on weaknesses; and challenge misconceptions.

Responding to pupils' work using timely prompts (scaffold, reminder or example) acknowledges achievement; promotes positive attitudes; and ensures misconceptions are addressed, curricular targets are reached and leads to new knowledge being gained or skills being clearly reinforced. At Hampden Gurney, we believe in the 3 Ms approach to marking. Marking should be MEANINGFUL, MANAGEABLE and MOTIVATING.

Purpose

Marking and feedback should:

- be manageable for teachers and accessible to pupils
- relate to learning questions, curricular targets and success criteria
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement
- be regular and returned to pupils promptly in order for the feedback to be relevant
- allow specific time for pupils to read, reflect and respond to marking
- informs future planning
- shows pupils that we value their work
- ensures high standards and excellent progress
- correct errors and address misunderstandings or misconceptions
- allow pupils to reflect on their performance and to set new targets
- ultimately be seen by pupils as a positive approach to improving their learning
- be constructive and varied – verbal, written
- be related to needs, attainment and ability

- provide pupils with self and peer assessment opportunities

Principles

Marking must always:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives, success criteria and curricular targets
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing
- ensure pupils respond to feedback and know what they need to do to improve
- provide pupils with self and peer assessment opportunities

Types of Feedback for Assessment for Learning

Secretarial marking, such as sole correction of punctuation and mostly *capital letters, spelling and full stops*, has little impact on significant progress outside of these areas. We use this consistently but not as our main focus of marking for impact. If you make the same comment repeatedly in an exercise book, then the marking and feedback is not having the required impact.

Acknowledgement marking, such as ticks and initials, have little impact on a pupil's progress although initials can be used to record dialogue during a lesson. The acknowledgement can inform moderators that impact was gained through dialogue. Pupils should record the verbal feedback given to them.

Summative marking, such as referring solely to whether the pupil achieved the objective in full such as '*you achieved the learning objective*' (or not), has almost no impact on making further progress unless accompanied by a prompt or an improvement target.

Personal, emotionally-based marking is used at a teacher's discretion and focuses on attitudes to learning and motivation rather than the learning itself. Praise is used cautiously and over-praise avoided. We aim for intrinsic motivation and promoting growth mindsets. We praise effort not intelligence.

QUALITY MARKING impacts learning most significantly by ensuring all success criteria are achieved, new knowledge gained, errors and mistakes are celebrated, addressed and understood and progress results.

Quality marking should identify and explain areas of excellence and areas for development. Comments should consist of a GLOW:

- judicious use of praise

plus one or more of the following GROW :

- a reminder prompt
- a scaffold prompt
- an example prompt
- an extension/challenge prompt

(see attached appendices)

Quality marking MUST be used in all subjects

Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

What to mark

- Teachers will apply their judgment when choosing the detail and focus of the marking, depending on: previous learning, learning objectives, success criteria, their knowledge of the child and the child's personal learning targets
- Final pieces are always marked
- Spelling errors will normally be kept to a maximum of five errors per piece of work. Pupils will be asked to add them to their personal spelling log
- Grammar errors should be acknowledged
- Homework will be marked regularly

How to mark

- When marking takes place after the task has been completed, the teacher will make a positive comment identifying and explaining the area of excellence (GLOW) and providing an appropriate improvement prompt (GROW)
- Some marking may take place during the lesson - immediate verbal feedback or brief written comments as they are working, can help to promote more effective learning
- Marking codes are used and pupils must daily find the faults and fix them
- Stickers, stamps or teacher's comments indicates an area of achievement (GLOW)

- Green ink indicates an area for improvement (GROW)
- Target ladders and success criteria are used and completed by both teacher and pupil – in addition to this GLOW and GROW comments are regularly given
- Pupils MUST be given daily DIRT (directed improvement and reflection time) – opportunities must be provided for pupils to read feedback, answer questions and complete set tasks
- Pupils should know the exact progress they are making and their next steps
- Teachers must mark using joined, legible handwriting
- Marking is completed in green ink
- Editing and peer marking is completed in purple ink.
- If verbal feedback is given, pupils should record a summary of the comments in their book
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher on their planning and addressed in a focus group
- Where a large proportion of the class has misunderstood a concept, this should be planned into the teaching session of the next lesson

Peer and Self-Assessment

Children may, where appropriate, self- mark work, or mark another child’s work.

The teacher will review this marking. Home learning can often be marked by the children themselves.

In this way the class can discuss and explain the answers.

Our Peer assessment Model

- Rules must be established and adhered to in order to create a climate of trust and respect
- Teachers should always model the process – thinking aloud whilst critiquing a piece
- Pupils should always mark against the success criteria and target ladders (these should be ticked)
- Pupils must identify and explain areas of excellence (GLOW) and areas for development (GROW)
- Teachers must select the pairings carefully
- Marking by pupils should be completed in purple ink and state the assessor’s name
- Time must be allocated for pupils to respond to and discuss comments

Erasers

Erasers are used with caution – and if possible, not at all.

When drafting, errors are left and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. For best work and final pieces, erasers may be used.

Teaching Assistants

- Teaching Assistants should mark work produced by their group of pupils and this should only be done in green ink and can be carried out within the session to give immediate feedback
- They should then inform the teacher of the progress and problems from that piece of work. It is not the role of the TA to complete any other marking for the teacher
- TAs should always outline in a pupil's book when and what support was given and put initials beside the comment

Supply Teachers

We expect supply teachers to mark all work using green ink. They must write (SUPPLY) on each page they have marked.

Conclusion

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress improvement.

Success Criteria

We know our policy is working when:

- there is evidence that work is being consistently and effectively marked
- marking informs planning
- pupils acknowledge feedback
- good responses to marking result in excellent progress

Monitoring


We will ensure that these guidelines are being used consistently throughout the school by regularly scrutinising work. This will be the responsibility of the Leadership Team and Subject Leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given during staff meetings, year group meetings or with individual members of staff. The Governing body will monitor the implementation of the policy.

Reviewing the policy

We will review our policy every three years.

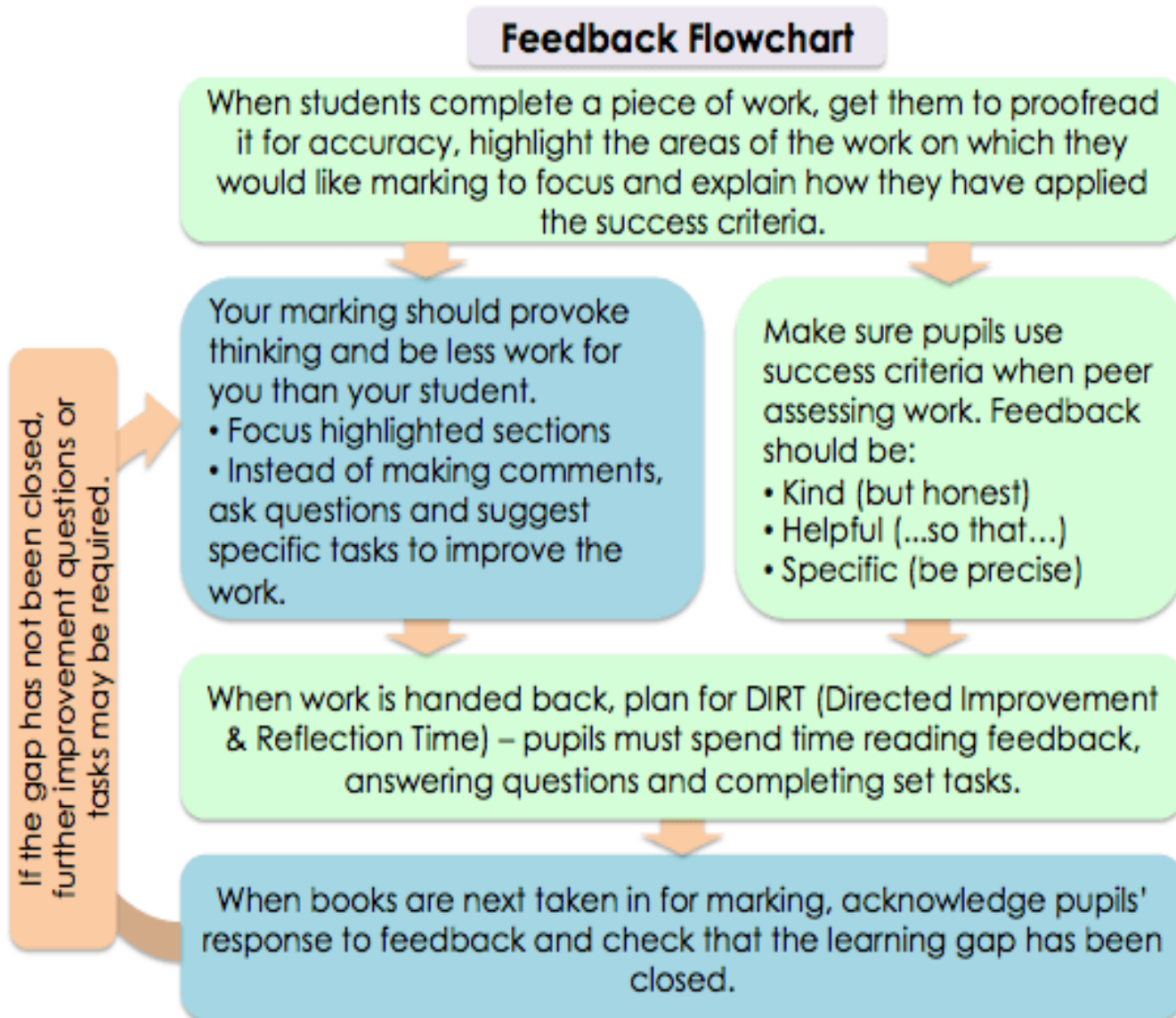
Marking Codes

Common errors should be identified at least once
 Codes should be placed next to the error or within the margin
 Errors are identified with a circle where appropriate
 Dish the daily DIRT (directed improvement and reflection time).

Code	Meaning
I	Worked independently
PS	Peer support
AS	Adult support (+ outline of support given and adult initials)
Sp ○	Spelling error - Find fault and fix it
P ○	Punctuation error - Find fault and fix it
Gr ○	Grammar error - Find fault and fix it
CAP ○	Missing capital letter
//	New paragraph or new line
/	Leave a space
WW ○	Wrong word (e.g. their, there, they're) Find fault and fix it
FS	Write in full sentences
^	Missing word - Find fault and fix it
✓✓	Excellent
?? in margin	Doesn't make sense – Find fault and fix it
	Upscale/upgrade.... Fix it
*	Insert..... Fix it

Presentation Codes	
Code	Meaning
P1	Excellent presentation
P2	Presented well
P3	Reminder
P4	Not acceptable – redo piece

Feedback Flowchart



Example of Marking Prompts in English

Context: letter to tell friend about Anne being sent to the Tower by Henry (Y4 history lesson where a cross-curricular objective is to write a letter).

Learning Question: Can I write an informal letter?				
Success Criteria: • Check 4 key features: address, date, salutation & sign off • Give reasons for the things you say to help the reader understand why you feel the way you do • Use powerful language to add meaning, detail or description.				
Range of prompts	Extract from child's work	Reminder prompt	Scaffold prompt	Example/Improvement/Challenge prompt
Why? (Justifying a statement)	It was a dismal time.	Say why you thought it was a dismal time. <i>(Give reasons for the things you say to help the reader understand)</i>	Why was it a dismal time?	Look at my examples: It was dismal time because I knew Anne was being sent to the Tower unfairly. <i>or</i> It was a dismal time knowing that Anne would not come back. Now change your initial sentence.
How did you feel? (Personal response)	Nobody believed Henry.	Say how you think this made Henry feel so the reader can understand more.	How do you think Henry felt about not being believed? Do you think he might have regretted it?	How do you think he felt? 1) Angry that people did not trust him. 2) Annoyed with himself for lying to people.
Add something	Thomas More tried to distract Henry but Henry said no.	Go back and put in an adverb and an adjective. Add a fronted adverbial. Go back and add a relative clause to add more information.	Fill in the extra words: Thomas More tried _____ to distract the _____ Henry but he was too _____ and _____ refused.	Improve the description by using these or your own ideas: 1) Henry's incredibly stubborn manner prevented the diplomatic More from changing Henry's determined mind. 2) More's best attempts at persuading Henry failed as the determined Henry blatantly refused to listen.

Range of prompts	Extract from child's work	Reminder prompt	Scaffold prompt	Example/Improvement/Challenge prompt
Change something	Henry was a bad king.	Think of a more descriptive word for 'bad' which tells the reader more	Exactly what kind of king was Henry? Change bad for a word which makes him sound more scary and write it here:	Try one of these or choose one from the display on the wall: ferocious or terrifying
Tell us more (Expand)	Anne went to the Tower on Monday morning.	Could you describe the day a bit more - what was the date, the weather, the feeling in the air?	How did Anne look - can you describe her feelings? Scared, brave, pale, bright eyed?	Try to describe Anne's character through her appearance and manner. Perhaps: 1) Anne was a kind woman with a strong will to do the right thing, she sat graciously and upright as the horse drew off in the rain under a dark grey sky.
What happens next? (Develop)	At last she reached the Tower.	Add one more paragraph to finish off the letter	What do you think Anne's last words were or Henry's feeling as he saw her enter the Tower for the last time?	Look at my example. Can you write a better one? 1) "I will always love you," sobbed Anne, a tear rolling down her cheek. Henry could not bear to look and swiftly turned and left. 2) Henry was nervous, he was unsure, Anne was led away. She turned one last time, her eyes brimming with tears, hoping Henry would show mercy.

What could feedback marking look like in mathematics...

Rewrite or remodel an example

52 - 38 =
 $50 - 30 = 20$
 $8 - 2 = 6$
 52 - 38 = 26 Child recorded

.....
 52 - 38 =
 $52 - 30 = 22$ Corrected recording
 $22 - 2 - 6 = 14$ recording
 Now you try this one...

Self-correcting

- ✓ Can you see where you have made your mistake?
- ✓ Check your 'place value in question 5'
- ✓ I make the answer to this question ... check that I'm right
- ✓ 2 of your answers are wrong, spot which ones they are and correct them

Remember...

- ✓ 'one hundred and two is 102 not 1002'
- ✓ 'to count on from the larger number'

Using a symbol or code


e.g.

- 😊 learning objective achieved
- ✓ correct answer
- try this one again
- 🗨️ oral feedback given

Check your schools marking policy!

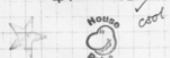
Ask a closed question...

- ✓ If you start with 93 and count back in tens, what would be the smallest number you would reach on a 1-100 grid? Would 14 be one of the numbers you say?
- ✓ Put these numbers in order:
835, 535, 538, 388, 508.
What would the third number be?
- ✓ Which of these numbers is closest to the answer of $342 - 119$?
200 220 230 250 300
- ✓ I buy 6 books that cost £4.99 each. How much will I pay to the nearest pound?
- ✓ There are 28 children in the class. $\frac{3}{7}$ are girls. How many girls is this?
- ✓ A film starts at 6.30 p.m and ends at 8.10 p.m. How many minutes does the film last?
- ✓ What is the difference between 1999 and 4003?
- ✓ What number is 30 less than 64?
- ✓ What is the missing digit?

$$\begin{array}{r} 5 \square \\ \times 8 \\ \hline 456 \end{array}$$
- ✓ Shade $\frac{1}{2}$ of this shape 
- ✓ Fill in numbers on the 100 grid

45		
		57

Now try this one.
 What facts can you find?
 $4 + 7 = 11$
 $10 + 2 = 110$
 $10 + 20 = 1100$ ✓
 $4000 + 7000 = 11000$ ✓

Excellent work
 Charlotte. Do you know an equivalent for $\frac{7}{49}$? $\frac{11}{98}$ ✓


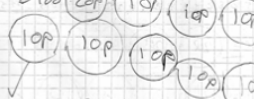
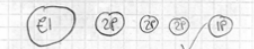
Ask an open question...

- ✓ Tell me two two-digit numbers with a difference of 12
- ✓ What even numbers lie between 10 and 20?
- ✓ Find 3 ways of completing: ...% of ... = 30
- ✓ $\square \times 0 = 20$ What could the missing numbers be?
- ✓ These numbers are in order, largest to smallest 56 \square 45 \square 37 \square 33 Think of a number that could go into each of the empty boxes.
- ✓ Draw a triangle with a line of symmetry that does not have a right angle
- ✓ If $7 \times 8 = 56$ what is 0.07×8 ? Give some other decimal facts that are linked to this fact
- ✓ Give me 3 division questions that have a remainder of 1
- ✓ Suggest sensible units you might use to measure the height of your table
- ✓ Tell me two lengths that together make 1 metre
- ✓ Write what the missing digits could be:
 $\square \square \square \div 10 = 3 \square$

Can you write down some multiples of 4
 10 Start $\rightarrow 4, 8, 12, 16, 20, 24$ ✓

$4092 = 4000$ and 0 and 90 and 2
 $35 = 22$ and 13 ✓

Can you find another way to partition 6
 Read mine: $35 = 23$ and 12 . You try: $35 = 22$ and 13 ✓

£100 20p 10p 10p 10p

 well done ☺
 Can you write the coins you would use to make £1.07?


Finishing a sentence...

- ✓ 36 can be partitioned into and
- ✓ Two numbers < 200 are and
- ✓ All multiples of 5 end in and
- ✓ Two fractions equivalent to a half are and
- ✓ Capacity can be measured in or
- ✓ Acute angles are
- ✓ A pencil weighs about
- ✓ Squares have and
- ✓ 1.6 is between and
- ✓ 3 of the factors of 24 are, and

Ask for an explanation

- ✓ Would a chocolate lover rather have $\frac{1}{2}$ or $\frac{3}{5}$ of a bar of chocolate? Explain your answer
- ✓ What tips would you give someone who is learning how to round numbers to the nearest 10 or 100?
- ✓ Explain why a number which ends in '3' cannot be a multiple of 4
- ✓ Explain why two of the three angles in my triangle can't be obtuse
- ✓ Explain why 16 is a square number
- ✓ How could you subtract 37 from 82?
- ✓ How could we test a number to see if it is divisible by 6?

Encouraging reflection

- ✓ Could there be a quicker way of doing this?
- ✓ Do you think that this would work with other numbers?
- ✓ When could you use this strategy?
- ✓ Have you thought of all the possibilities? How can you be sure?
- ✓ Why did you decide to use this method?
- ✓ Can you think of another method that might have worked?
- ✓ Why did you decide to use this method?

Work Scrutiny Monitoring Form

Work Scrutiny Monitoring Form	
Class: Subject:	Scrutiny carried out by: Role:
Date:	Time:

Focus questions	Examples of good or outstanding practice	Aspects of practice requiring development
Is there evidence of progress since the beginning of the academic year?		
Is there evidence of effective, targeted differentiation?		
Is pupils' work regularly marked in accordance to the learning question/success criteria?		
Are opportunities provided for children to upscale/edit/improve their work?		
Does the marking identify pupils' strengths and make explicit what they have done well?		
Does the marking provide explicit guidance for pupils on how to improve?		
Have pupils been given opportunities to revisit/correct/respond to aspects of work they misunderstood?		

Focus questions	Examples of good or outstanding practice	Aspects of practice requiring development
Have pupils conducted quality self-assessment?		
Have pupils conducted quality peer-assessment?		
Does the presentation demonstrate care and attention and high expectations?		
Are comments presented neatly and clearly for children to read, adhering to the school's marking policy?		
Are target ladders/success criteria used effectively?		
Are individual targets clearly given?		
Are regular, detailed comments made by support staff?		

Areas for development: (teacher, subject or school)