

# Meltham CE (C) School



## Marking and Feedback Policy

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### 1.0 Aims

The aim of this policy is to provide a consistent approach to marking throughout the school in order to:

- Further the children's learning
- Empower children to take responsibility for their work
- Be part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons.

### 2.0 Roles and Responsibilities

#### Teachers

- Use immediate, summary and summative feedback techniques to respond to children's communications (verbal and/or written)
- Provide children with techniques to respond to feedback ie improve their work
- Understand that children's feedback is important
- Provide children with techniques to self and peer assess.

#### Curriculum leaders

- To monitor feedback through subject monitoring

#### Headteacher and the SLT

- Monitor feedback through work scrutiny, progress and pupil voice

## 3.0 Feedback policy

Feedback on work at Meltham CE is most often done verbally with the individual, a small group or the whole class during teaching and learning; written comments may be used where this will benefit the child for example following a long piece of writing or summative assessments. Whichever method is used, feedback will:

- Be mostly done 'with' the children, not 'done to' the children
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Put the onus on learners to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that they can address these in subsequent lessons

To take account of teachers' workload, well-being and time in lessons, every piece of work cannot receive feedback, either verbal or otherwise. It is acceptable to mark work simply with a tick if it is correct; with a suitable succinct comment or with a stamp indicating thanks.

### 3.1 Feedback in practice

#### **Immediate Feedback**

Immediate feedback happens during teaching and learning and:

- Includes teachers gathering feedback from children within the lesson using mini-whiteboards, thumbs-up, thumbs-down, questioning
- May take place in lessons with individuals or small groups
- May involve the use of a teaching assistant to provide support or further challenge
- May re-direct the focus of the task

#### **Summary Feedback**

Summary feedback usually takes place at the end of lesson activity and:

- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take the form of self or peer-assessment against an agreed set of criteria, as specified by the teacher
- May take the form of a quiz, test or score on a game
- May guide teacher's use of 'feedforward' feedback, focusing on areas of need, in the next lesson.

## Feedforward or Next Step Feedback

Feedforward takes place at the beginning of the next lesson and:

- May give learners strengths and areas for development, giving time for development areas to be worked upon through proof reading and editing.
- Could be a discussion about what was taught/learnt in the previous lesson, in order to build on skills and knowledge during the current session.
- May address errors and misconceptions particularly in maths

## Summative Feedback

Summative feedback may be given by teachers to learners in the form of:

- Test scores
- 'Check it' activities

### 3.11 Feedback policy approaches in Maths

Maths work is written in pencil by the children may be marked by the teacher in pen. Only correct answers are ticked. A comment may be written in relation to the learning objective of the work or the attitude to the work, however this will occur only where whole-class or individual verbal feedback is not possible or appropriate. Stickers or stamps can be used to refer to the learning objective.

Teachers may have answers to maths questions available for pupils to check themselves. This means that after 4 or 5 questions an adult can be alerted if mistakes are made. Older children may check each other's work. For example, when more confident pupils finish their work with time to spare, they can consolidate their learning by 'marking' other children's books. Crucially, those pupils actually have to do the calculations again – faster and possibly mentally – rather than just 'checking' against their own answers.

Prompt sheets may be provided to help pupils who are struggling to identify their mistakes. These are shared at the start of a lesson. In effect, these reflect success criteria or expectations of a genre or year group; prompts recasting them as an error-spotting checklist and mean pupils properly use them.

For example:

### 3.12 Feedback policy approaches for English especially writing

Teachers may mark written English work using the codes below, however whole-class verbal feedback is preferable and backed by research as more effective.

Errors in written work are coded as below.

//            new paragraph needed

∧            word missed out

- p punctuation to be corrected
- sp placed in the margin and the spelling to be corrected is underlined
- ✓✓ indicates especially good element of work

Where appropriate, next step targets will be indicated in the teachers marking (some may be in the form of questions, instructions or further problems).

Peer-assessment will be in line with the year group progression (appendix 4.1) and appear in a contrasting colour. It may be evident in a skills-ladder when children are composing a piece of English or cross-curricular writing (appendix 4.3)

Self-assessment will be in line with the year group progression (appendix 4.2) and appear in green pen. It may be evident in a skills-ladder table (appendix 4.3)

ETA supported work is signed and dated by the adult.

Every piece of written work must be seen to be marked by children (this may include ticks, stamps, whole class verbal or individual or initials are enough). Not every piece of written work needs to be marked in detail and comments written on them.

Marking varies in Year 6 and in Year 2 as written work must not be ‘overmarked’ otherwise too much support is deemed to have been given and this can affect the moderation of writing.

### **Use a redrafting approach to model primary school writing tasks**

When the teacher looks at the books after a lesson, he/she may make notes about what went well and what still needs work by the class as a whole.

This might include technical inaccuracies within the writing; spelling errors, punctuation omissions, and other transcription mishaps, as well as any content improvements.

Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point (where it is an error, they might use the mistake anonymously or write a similar sentence with the same error).

### **Showcase good practice in writing**

In the next lesson the teacher may share extracts from pupils’ work, using either the visualiser or just a few typed lines to show examples of good work. For example, they may showcase someone whose letter heights have the ascenders and descenders just right. They can then ask pupils to look at their work and reraft one sentence from it, making sure they pay attention to letter heights.

Then he/she can move on to character description and show examples of work where this has been done well, pointing out what made the description so vivid.

### **Use a redrafting approach for mistakes in writing tasks**

The teacher might share an example from an anonymous or fictional piece where the child has confused describing a character with listing their clothing, piling up adjective after adjective.

The children would then suggest how this might be improved. They might spend time with a partner – often mixed ability pairs – seeing if they included year group appropriate description in their writing. Together, the pupils will reflect if the text would be improved by adding any additional description.

Finally, in pairs children may read each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds – in green pen.

Spending whole or part of writing lesson editing their work means they get through less than if the teacher had marked it for them. However, children learn more from forensically inspecting their own work and improving it, rather than simply writing more. It's quality over quantity. Repetitive writing can lead to pupils simply recreating the same mistakes over and over again, no matter how many times the teacher's marking tells them about a mistake.

## **3.2 Written Marking by others (other than class teacher)**

Simple 'right or wrong' written marking can be completed by pupils or ETAs (tables tests, spelling tests, maths algorithms). The teacher can then quickly scan the marking to pick up common problems.

## **3.3 Implementation and monitoring**

The children are taught to scrutinise their own work for mistakes and potential improvements and are used to being directed to follow success criteria and take feedback as a positive for essential learning. Scrutiny of work by leaders, walk rounds and pupil voice monitors the correct use of the feedback policy.

## 4.0 Appendices

4.1 Peer-assessment progression

4.2 Self-assessment progression

4.3 Example of a skills ladder used to support writing and feedback (teacher feedback, self-assessment and peer-assessment)

4.4 Year group expectations for writing

4.5 Statutory Teacher Assessment Frameworks for writing (KS1 and KS2)



## Appendix 4.1. Meltham CE Peer-assessment progression

This framework for peer marking is intended to further build upon our culture of sharing success and good practice and to make children quickly familiar with the process of others looking at, sharing in and critiquing their work. If children understand what to look for in a successful piece of work, they are more likely to understand it themselves. The process should raise the children's own awareness of their progress and should raise their self-esteem.

Children must have regular opportunities to appraise and also – in appropriate year groups - to mark the work of their peers. This will require training children to look at and assess a range of elements.

Peer markers should be encouraged **to respect the work** of their friend, and to write in their best handwriting, recording their name. In addition to this, teachers should allow time to respond to peer marking – in appropriate year groups - just as they would to the teacher's marking.

	Peer Evaluation Expectations
Foundation Stage	<p><b>No written marks are required in peers' books:</b></p> <ul style="list-style-type: none"> <li>• Look at good examples of work from other children in shared sessions with the teacher;</li> <li>• Praise and talk about each other's work with the support of an adult;</li> <li>• Clapping the success of others.</li> </ul>
Year 1	<p><b>No written marks are required in peers' books:</b></p> <ul style="list-style-type: none"> <li>• Look at and discuss good examples of work from other children in shared sessions with the teacher;</li> <li>• Praise and talk about each other's work with the support of an adult;</li> <li>• Clapping the success of others;</li> <li>• Discussing rewards under the reward policy for peers' work in shared sessions;</li> <li>• Begin to look at peers' work against lesson objectives with the support of an adult;</li> <li>• Constructive discussion modeled by adult following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance.</li> </ul>
Year 2	<p><b>No written marks are required in peers' books:</b></p> <ul style="list-style-type: none"> <li>• Look at the work of others in shared and group sessions with an adult;</li> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance.</li> <li>• Teacher models peer assessment using genre features or class targets (using visualizer or in a small group);</li> <li>• Link with features of genre – stick in features of genre lists and children tick what they see in others' work during shared sessions with an adult;</li> </ul>
Year 3	<p><b>Some evidence of peer marking may be apparent in books by the summer term:</b></p> <ul style="list-style-type: none"> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance;</li> <li>• Link with features of genre – stuck in features lists and children tick what</li> </ul>

	<p>they see in others' work during shared sessions with an adult;</p> <ul style="list-style-type: none"> <li>• Some may begin to use a green box (mimicking teacher's blue box) to show a friend what needs to be corrected as appropriate and linked to lesson context – capital letter, missing punctuation, missing adjective.</li> </ul>
Year 4	<p><b>Evidence of written peer marking <i>should</i> be apparent in most books:</b></p> <ul style="list-style-type: none"> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance;</li> <li>• Mark maths answers (tick and dot) and sign name;</li> <li>• Link with features of genre – teacher lists and children look for up to 2 features – tick list may be appropriate;</li> <li>• Constructive discussion about others work involving an adult in group work;</li> <li>• Children may set a target against genre features – remember to;</li> <li>• Some may be beginning to use the green box (mimicking teacher's blue box) to show peers where an error can be corrected in Maths;</li> <li>• Some may be beginning to use the green box to highlight punctuation that needs attention or areas for improvement – adding an adjective, adverb in the context of learning.</li> </ul>
Year 5 & 6	<p><b>Regular evidence of written peer marking should be apparent in most books (greater frequency may be expected from Y5 into Y6):</b></p> <ul style="list-style-type: none"> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance;</li> <li>• Short written peer observations of success detailing discussions detailed above;</li> <li>• Mark maths answers (tick and dot) and sign name;</li> <li>• Identify errors in calculation strategies and use a green box for their peer to investigate possible inaccuracy;</li> <li>• Use the green box to indicate that improvement may be needed – punctuation, single word, phrase, sentence or paragraph;</li> <li>• Link with peer's personal target – praise;</li> <li>• Link with learning objective – well done, you have;</li> <li>• Link with features of genre – teacher lists and children look for up to 3 features;</li> <li>• Set a target against genre features – remember to.</li> </ul>

- Use of contrasting pen / pencil for peer assessment





## Appendix 4.2: Melthan CE Self-assessment progression

Children must have regular opportunities to appraise their work either before or following the teacher's marking.

	Self-Evaluation Expectations
Foundation Stage	<p><b>No written marks are required in books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment, possibly during I-to-I discussion or group work with an adult (thumbs up, traffic lights, work talk); and</li> <li>• A minority of children may feel confident enough to indicate how they feel about their work in groups (or in I-to-I sessions) with an adult, using a smiley face or traffic light.</li> </ul>
Year 1	<p><b>No written marks are required in books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO (WA / RT) in group sessions with an adult;</li> <li>• Self-assessment may be modeled by the teacher in shared groups; and</li> <li>• Recording a self-assessment face against a LO (WA / RT) in books in shared groups with an adult.</li> </ul>
Year 2	<p><b>No written marks are required in books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> <li>• Self-assessment may be modeled by the teacher in shared groups;</li> <li>• Recording a self-assessment face against a LO in books in shared groups with an adult; and</li> <li>• Some children will begin to use green pens to edit for specific criteria set by the teacher as part of self-assessment (against LO, against personal target, expectation...)</li> </ul>
Year 3	<p><b>Some evidence of self-assessment or editing may be apparent in books by the summer term:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> <li>• Many children will move toward regular recording of self-assessment (face/traffic light etc...) independently; and</li> <li>• Many children will use green pens to edit for specific criteria set by the teacher as part of self-assessment (against LO, against personal target, expectation...)</li> <li>• Response to teacher's previous developmental marking</li> </ul>
Year 4	<p><b>Evidence of self-assessment and editing should be apparent in most books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> <li>• Many children will move toward regular recording of self-assessment (face/traffic light etc...) independently;</li> <li>• Many children will use green pens to edit for specific criteria set by the teacher as</li> </ul>

	<p>part of self-assessment (against LO, against personal target; punctuation, add a simile or an adverb or using a table of criteria); and</p> <ul style="list-style-type: none"> <li>• Some children will begin to comment on their feelings about their learning independently.</li> <li>• Response to teacher’s previous developmental marking</li> </ul>
Year 5 & 6	<p><b>Regular evidence of self-assessment and editing should be apparent in most books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> <li>• Children will regularly self-assess using a variety of different means:</li> <li>• Children will engage in verbal and written dialogue with their teacher as part of self-assessment (point out difficulties, point out success etc...);</li> <li>• children will assess against their LO in writing (mimicking the marking policy of their teacher or through the use of a criteria list or table);</li> <li>• children will be asked to assess the quality of their vocabulary, conjunctions, openers and punctuation against the year group expectations</li> <li>• Response to teacher’s previous developmental marking</li> </ul>

4.3. Example skills-ladder (Year 6) used to support children in their writing and to feedback (teacher feedback, peer-marking and reflection, self-assessment). The column entitled PA (Peer Assessment) is a column for peers to identify features expected in a given piece of writing. The column entitled SA (self-assessment) is for children to proof-read and check their own writing for the teachers' desired outcomes; it acts as a prompt for children to make improvements and add in omitted features of a text type or sentence level requirements in line with a year group's writing expectations.

PA	FEATURES OF DISCURSIVE TEXT	SA	Teacher
	<b>Clear title</b> indicating what the discussion is about		
	Opening paragraph <b>introducing the key issue</b>		
	<b>Two</b> arguments in favour with supporting evidence		
	<b>Two</b> arguments against with supporting evidence		
	<b>Concluding</b> paragraph which summarises the discussion		
	Significant <b>edit</b> in green pen		
	Present tense throughout		
	Subordinating conjunctions (however, despite this)		
	<b>Technical language</b> (It is suggested by many experts that; some adults believe that; It is considered by some)		
	<b>Variety of clauses</b> (relative, adverbial, embedded clauses)		
	Multiple subordinated sentences		
	Expanded noun phrases		
	Passive construction		
	Adverbs		
	Full range of punctuation (. , ? ! ; -)		
	Handwriting		
	Spelling checked in edit		
<b>One thing we could have improved on and how...</b>			