

St Aldhelm's VA Church Primary School



Review, Feedback and Marking policy

What is the purpose of the policy?

The purpose of this policy is to make explicit how teachers and children evaluate their learning, how teachers mark children's work and provide feedback, and how children are engaged in the process. All members of staff are expected to be familiar with the policy and to apply it consistently. This policy has been further revised to allow:

- teachers to prioritise the use of their time to ensure that the review, marking and feedback process is used effectively to move children's learning on.
- children to take a much greater role in, and a responsibility for, their learning and progress.

Why do we need a review, feedback and marking policy?

It is important that staff, children and parents have a shared understanding of where the child is in their learning and what they need to do next to make progress or improve. Teaching staff use an array of agreed approaches as part of their day-to-day review and assessment of children's learning. This includes using feedback and marking. Within written feedback, teaching staff use an agreed code to provide constructive feedback to children, focusing on success and any improvements needed. Children are trained to review their own learning and to be precise reflective reviewers. This enables them to close the gap between what they can currently do and what we would like them to be able to do.

What are the principles that guide the school's approach to review, feedback and marking?

Review, feedback and marking should:

- have a positive impact on progress and learning;
- be manageable for teachers;
- be accessible to and engaging of children;
- relate to the learning focus/ child's curricular targets and may comment on previous attainment within the context of the learning focus / 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 review, reflect and respond to marking;**
 - teachers will use their professional judgement to decide when within

each day DIRT time (Directed Independent Response Target time) is needed to enable children to respond to feedback /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

How do children and staff evaluate and review learning?

Learning and the work produced to evidence that learning is evaluated and reviewed during the lesson, to allow children to make adjustments within the lesson. It is also reviewed at the end of the lesson, in order to inform future planned learning.

Children as reviewers of learning

Children from Reception onwards are involved in reviewing their learning and evaluating their success. From Y1, this process starts to be more formalised.

Review within the lesson may take the following forms:

- self-review such as marking stations
- reviewing against success criteria checklists
- partner review such as: peer marking, two stars and a wish
- use of DIRT time (time to independently edit and improve work)
- group work evaluations
- guided group or whole class review, led by the teacher

Some review may be verbal and some may be written, using the agreed mark codes.

From Y3, children write the learning focus. For Reception, Y1 and Y2 children, this is done by the teacher/TA (by hand, or using printed stickers), with the expectation that by the summer term, most children in Y2 will be writing the learning focus (LF) themselves. During the course of the lesson or series of lessons, children are asked to consider whether they feel they have met the intended learning focus or not.

The range of children's responses includes:

- verbal response
- emoticons
- 'Pogging' colour coding (pink= really don't get it; amber= unsure, need more time/support; green= I am confident and understand this)
- work placed in 'pogging' trays
- evaluative written comments
- completion of specific or generic learning focus checklists/ success criteria stickers

Children's evaluation of their learning may also include a comment on their use of their successful learning skills.

Teacher's as reviewers of learning

Teachers use questioning and elicitation during the lessons as part of their ongoing assessment of how well the child is meeting the intended learning focus.

Book sort and highlight

Teachers use 'book sort and highlight' as a key after-lesson review approach: no comment is recorded in the children's books, but books are sorted into groups such as 'need adult support', 'need further practice', 'have got – need to apply' and so on, with highlight flash used in books to indicate level of success. These groups then form the basis for the next day's teaching and learning. Planned learning is adapted so that all children can make further progress within the next lesson, either independently or with adult/peer support. Book sort groups are formally recorded using Sort Sheets provided by the assessment lead.

Verbal Feedback

Research has shown that what moves learning on best is constructive feedback given to children as close to the point of learning as possible. Verbal feedback therefore plays a key part in helping children progress, both within the lesson and over time.

In the EYFS and KS1 where children may be unable to read a written comment, extensive use is made of verbal feedback. In KS2, verbal feedback is also used, by teachers and by children, when reviewing work as it is being completed or before further work is undertaken on the same piece.

When feeding back verbally, the adult will initially talk to the child about how they have met the learning focus 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.

In the EYFS, the teaching staff focus on giving verbal feedback to the children but may write a comment with the child. Staff also write comments on the front of work in the presence of the child, as part of the process of gathering information for Tapestry, the EYFS data capture tool. Next steps are recorded within the observation protocols, rather than on children's individual work.

Written marking and feedback

Summative feedback / marking (Check and correct)

This usually consists of ticks, dots and crosses. It is associated with closed tasks or exercises where the answer is either right or wrong. Teachers are encouraged to involve children in this process, within the lesson. By marking within the lesson, this allows the children and teacher to quickly see their success, and/or have the opportunity to correct errors/misunderstandings whilst learning is fresh. We use mark stations, where children can mark their own work against a teacher-provided set of answers. We also use adult-guided group marking and whole class marking for this 'quick check' marking.

Formative feedback and marking (Action arrow and/or comment)

Teachers use focused, concise written feedback to acknowledge success and to help move the child's learning on. This marking relates to the learning focus for the work, and/or to the child's curricular target.

Teachers are not expected to mark every piece of work; they are expected to review how well the child has managed the intended learning, in order to adjust planned provision for subsequent lessons. The expectation is that children's work is reviewed regularly, and that for some work, this review will involve written feedback and/or an action arrow.

Marking in English varies depending on the stage within the learning process. 'Skills work' may be highly teacher marked, with multiple next steps and/ or scaffolded examples provided by the teacher to move learning on. The child then responds to this marking and makes improvements to their work. Useful 'closing the gap' comments are:

- A **reminder** prompt (eg 'What else could you say about the prince's clothes?');
- A **scaffolded** prompt (eg. 'What was the monster doing?', ' The monster was so angry that he...')

When children are involved in the 'application' phase of writing, the work will be predominantly edited by children independently.

With longer pieces of writing that have been created over several teaching sessions, the review and feedback process happens after each significant writing session. This allows the child to make improvements to their work that will help them meet the learning focus and/or their curricular target. This is predominantly through peer and self-review.

Where children's work is marked by a teacher or teaching assistant, a pen is used in a colour that can be clearly seen, typically black or blue. Any written comments use a legible script. Where teaching assistants write comments or mark work they have completed with the child, they initial their comment.

For English and written work, typically, teachers will:

1. read the entire piece of work.
2. highlight clear examples of where the child has met the learning focus by using a green tick
3. use a green highlight mark/pen to show that the work has met the learning focus OR
4. for children who have demonstrated some grasp of the intended learning, but not fully met it, an orange highlight mark/pen is used; this is always accompanied by an action arrow point.

In Maths, typically the work will be marked using ticks, dots and crosses. A green highlight mark is used to show that the work has met the learning focus **OR** an orange mark is used to show more support or practice is needed for learning to be secure.

When teachers mark work, they use their professional judgement as to whether all the work on the page is marked. This is determined in the following way:

- Where a child's work shows they have not understood and need further support in the next lesson, the teacher only marks a selection, and uses an orange flash
- Where the child's work shows some errors, or where the child has shown significant success, all questions are marked. Orange or green highlight mark is used as appropriate by the learning focus.

Action arrows are used to direct children to questions or aspects (eg add units of measure) that need review in DIRT time.

Teacher comments may praise children and refer to LEARPS

Written marking within Science, RE and Project books references the learning focus, and may also pick up on core English skills.

Children responding to feedback and marking

In order for the marking to be formative, the information must be used and acted on by the children.

Teachers use action arrows to draw children's attention to points that need addressing.

Teachers plan in time into future lessons (DIRT time) to allow children to read and respond to written feedback, such as editing their writing to include suggested improvements. Teachers may also choose to use times other than at the start of a lesson for this 'read and respond to feedback' work. As part of this response, children tick through the action arrow to show that they have actioned the point.

Teachers explain and remind children of the marking system at the beginning of each year, so that they are clear what the different coloured markings on their books mean and what is expected of them when they respond. An A3 copy of the marking codes is displayed clearly for all to see and refer to.

A short written comment is used for homework, as part of the parent/child/teacher communication around the child's success, enjoyment and attainment within the task set.

Self- Marking

Children are encouraged to make improvements to their work in DIRT time, using a brown pencil to edit in improvements. Where this is more than a phrase, children use a brown edit asterisk, and then write the improvements in a space further down the page, using HB pencil or pen.

Peer Marking

Children often review and mark work in pairs. The following points are important:

1. Children are trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules are decided as a class, adhered to and displayed.
3. Children point out two things that they like first and then suggest a way to improve the piece but only against the learning focus/success criteria. The 2:1 success to improvement ratio is followed to avoid over criticism.
4. Children's comments are recorded on a pre-printed proforma, which is then glued (glue stick) into the margin of the child's book. The peer marker writes their name / initials.
5. Children are typically paired with complimentary partners, so that both partners gain from the process (e.g. child with stronger imagination paired with child with better punctuation skills)
6. Children are trained to understand that this is a dialogue process rather than one child being the 'teacher'.
7. Children use brown pencil to peer mark.

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. With any written work, this should include checking for obvious spelling errors (especially *common exception words*), omissions and basic sentence punctuation.

Not all spelling, punctuation and grammar errors are marked in every piece of writing but they 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.

Teachers will use their professional judgement and knowledge of the child when marking spelling within written work and will vary according to the phase of learning. In 'skills work' when a teacher feels that a child can independently correct a spelling, the teacher will wiggly-underline the word the child has spelt incorrectly in order for them to attempt to correct it. Where more support is needed, a teacher will wiggly underline the misspelling and then either write the correct spelling in the margin or at the end of the piece of work.

In the 'skills phase' teachers are expected to draw children's attention to any *common* words that have been misspelt, so that these can be corrected and practised.

Policy reviewed and updated July 2017 Staff meeting


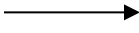

Agreed at Full Governing Body September 2017

St. Aldhelm's VA Church Primary School

Marking Codes

- . This answer is wrong (used when there are many errors and the teacher plans to provide additional support)
- X This answer is wrong (used when there are a few errors) and MUST be looked at and corrected by the child in DIRT time
- ✓ correct (Maths)
- ✓ a good example of how you have met the learning focus (English/other)

The codes below are not used for work produced in the 'independent application' phase of writing, within English and across the curriculum.

- v v v v v v v Spelling error
- sp. There is a spelling error on this line (sp. is recorded in the margin)
- P Punctuation needed (this should not be recorded in the margin)
-  Change this word for a better one
- ^ Word missing
- // Start a new paragraph
- ? This is not clear (? symbol is recorded in the margin)
-  Action Arrow
-  Wonder Bubble

Marking Codes to Show Level of Independence

- I Completely independent work
- SW Adult supported work (+ adult initials)
- PW Partner work (include partners name)
- ST Supply Teacher

Colour Codes

✓ to show clear examples of where the child has met the learning focus



A green highlight mark/pen shows the child has met the learning focus



An orange highlight mark/pen shows the child has demonstrated some grasp of the learning focus, but has not fully met it.



Brown colour pencil is used by children for DIRT time review/amendments.



Green colour pencil is used by children when self-marking against learning focus and marking