



Kew Green Preparatory School

Marking and Feedback Policy

'Feedback is one of the most powerful influences on learning and achievement' Hattie & Timperley, 2007

At Kew Green Preparatory School, we set out to use effective marking, feedback and response to:

- Improve a child's confidence and self-esteem.
- Celebrate and recognise achievement.
- Provide constructive, accessible feedback to children about their work.
- Encourage and involve children in the reflection of their current learning and to set targets for future learning.
- Assess and monitor the children's learning and provide information for future planning.
- Develop children's responsibility for their learning.
- Model and encourage progression of children's ability to peer and self-assess honestly and accurately.

We believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

Aims

The aim of this policy is to ensure that our marking and feedback meets the needs of our learners and is applied effectively throughout the school. It was written with reference to the pupil responses given in surveys in school about marking and feedback and with reference to the characteristics of excellent marking in ISI and Ofsted guidelines, together with research-informed principles e.g. from Hattie, Shirley, Black et al.

This policy is available on the school website and from the office.

What is marking and feedback?

Marking and feedback are essential in Assessment for Learning and help children to become independent learners who can reflect on their work and be mindful of their future needs.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.

3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning
5. Be given sparingly so that it is meaningful

Marking and feedback need to be productively focussed on guiding improvement and ensuring that pupils have a clear understanding of their strengths and areas for development. High expectations of pupils work will be evident in marking across the whole school.

Marking is written feedback and *feedback* is usually oral, but the two go together and both should form dialogue between pupil and teacher and parents. Written marking is either summative (closed tasks, right or wrong, e.g. mental arithmetic books) or formative (related to the learning objective, more in depth, from open tasks and investigations).

Marking and feedback can be performed by children as well as teachers. (See also Peer marking and self-assessment in the assessment policy)

The balance of written marking and oral feedback will vary according to subject area.

Why do we mark?

Marking is essential to pupil progress:

- It allows us to provide individual guidance and clarity to pupils, so they know what they have done well and what needs to be improved on
- It informs us and our future planning; by carefully reading the children's work we can determine their future learning needs and adapt our planning and teaching accordingly (formative assessment)
- Marking provides further opportunity for individual differentiation and progress
- Research shows that quality marking has a significant impact on attainment

Marking is motivating:

- Marking work properly demonstrates that there is a point to it. It gives the opportunity to identify achievement. It provides recognition of the child's effort and encourages them further.
- It supports a learning environment in which it is safe to try even if you get things wrong and where children can learn by their mistakes, seeing error as a chance for development rather than absolute failure, thereby aiding the development of resilience.
- It is demoralising for a child to spend time and effort on work, to hand it in and not to receive some attentive feedback in return.
- Not marking work properly sends a message that it is not valued.

What is good marking? What makes marking effective? How do we ensure that feedback and marking stick?

The best marking is detailed and helpful, balancing encouragement and support with challenging questions and suggestions for further work or thought (ISI inspection report, KGPS)

It will encourage children to take responsibility and think that they can do something about their work to improve it.

To be helpful to the child marking needs to be:

- Related to the learning objective/ success criteria, which has been shared with the child and related to the task, not the child
- Focused on particular aspects of work (not picking up on everything)
- Constructive and recognising effort as well as content
- Understood by the child, with a manageable response so they know what they have achieved and what they need to do next to progress
- Given sufficient response time the following lesson for children to reflect on it, clarify with the teacher if needed and react to it
- Appropriate to the child's age and ability in terms of language used and the task given (the comment should be differentiated to the child's maturity, marking can be used to extend and challenge children further, or help consolidate work)
- Regular and promptly after the work has been completed
- Consistent throughout the school, in line with this policy (i.e. consistent within subject areas and age groups)

Our Marking process:

- Green ink is used for marking.
- A series of symbols are used to ensure that time spent marking by teachers is effective and manageable. See Appendix 1 for our US and LS marking codes.
- Quality formative marking must be carried out weekly at least or for 1 in 3 pieces of work. (See also individual subject guidance). Giving instant feedback through marking in class is also encouraged- e.g. whilst walking around you can put a dot by something that the child needs to check, or give a double tick, tick, etc, especially if you know the child has particularly tried or was unsure.
- Summative marking can be carried out with the children as appropriate.
- All work must be marked and returned within a week.
- Children in the upper school initial comments to acknowledge they have read them in cases where a verbal response was given.
- Teachers monitor the responses to the marking.
- Teachers may note in the margin if a child has left the lesson for any reasons, leading to incomplete work. Otherwise incomplete work should be finished where possible.
- Children should be given the opportunity to carry out peer marking at least once a term and to regularly self-assess. This process must be scaffolded with the children according to their age and experience and discussed in relation to the success criteria.
- When marking, teachers should identify examples where the child has achieved, e.g. has met the learning objective, has met an existing target. This is done by double ticking and adding brief comment e.g. 'good use of vocabulary'

- Spelling, punctuation and grammar in subjects other than English: Basics such as full stops and capital letters should be corrected/ commented on (with discretion for the child's ability). Up to 3 high frequency and subject specific words can be identified for the child to correct, by writing it out 3 times.
- When a lesson has been taught by a supply teacher, a circled ST can be placed in the margin.

Marking and Feedback in the Early Years and Foundation Stage-

This includes:

- Dialogue with the children about what they are doing
- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- Annotations and written observations and comments by staff
- Children beginning to comment and annotate their own work and photos
- Traffic lights used

Marking and Feedback in Lower School-

This includes:

- Verbal encouragement, guidance and praise
- Stickers/ Stamps
- 2 stars and a wish
- Traffic lights alongside learning objectives at the beginning and end of each topic
- Comments for pupils to respond to – mainly in year 2

Marking and Feedback in Upper school

The marking and response should form a dialogue between teacher and child. Sometimes the child will respond verbally and this is recorded using symbols.

Wow and Now: teacher gives comment, including something positive-‘Wow, you have....., Now try and..... Or Now can you..... (teachers use different variations of this model)

Purple pen time- children respond in purple pen so the response time is known as purple pen time. It helps to highlight the importance of responding.

Questions that promote reflection by the child, responses and dialogue include “Why have you done...” How could you improve...? “Is ___ correct?”

It is also useful to have some regular times when children are encouraged to go through their books and ensure all the titles and dates have been neatly underlined and outstanding spelling corrections have been done. If work is below par for presentation, part of it should be re-written to a high standard. This will help to highlight the importance of taking pride in your work, including presentation.

Taking time to discuss marking with the children will be useful- e.g. what sort of marking do you find helpful? In what ways has marking helped you? Can you think of a time when marking has helped you? What do you think about marking?

Quality formative marking

The following are based on examples of quality marking by Shirley Clarke in 'Unlocking Formative Assessment'

Reminder prompts- for more able children, e.g. give some more detail for this character, explain this answer a bit more, tell me more about what you feel..., look carefully at this calculation- what is missing/ what needs to be changed? Can you use the results to support your answer?

Scaffolding prompts- for children needing more support. Usually given as a question or as a directive. To check understanding in a closed sentence or a 'complete this sentence' might be used to reduce the amount of writing needed in the feedback.

Can you describe how this person has been 'unkind'?

Describe something that happened that shows they were being generous.

Ring the correct words: A material is a good conductor when it easily / doesn't easily let heat travel through it.

Finish this sentence by adding 2 more factors: To photosynthesise, a plant needs water,
.....

An example prompt:

Useful for all children as a modelling tool (especially with lower ability children) - this prompt gives the children a choice of words or phrases:

e.g. Choose one of these or your own: -

He is a good friend because he never says unkind things about me

My friend is a good friend because he never gets angry with me

Use one of your own that you can think of that may be better

Responsibilities

It is the responsibility of all class and subject teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks. Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their subject area.

Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in provision maps and agreements as appropriate.

It is the responsibility of the Assessment Leader (Director of Studies) to liaise with the Subject Leaders and to feed back to the Headteacher on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

Equality of Opportunity

All pupils are entitled to have their work marked in accordance with this policy.

SEND and Inclusion

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Support Agreement as required.

Review

This policy will be reviewed in August 2020

References: Hattie Shirley Clarke, Black et al



Marking Code

- ✓✓ L.O. achieved/ target met
- sp Spelling error
- Look again: e.g. incorrect word (check tense or meaning)
- ? Are you sure? Re-read sentence, check it makes sense

△
P

- A word is missing
- Punctuation is missing

/

Start a new line

//

Start a new paragraph

• Incorrect

✓ Correct

WS

With support