



Great Denham Primary

Marking and Feedback

Date	Review Date	Coordinator	Nominated Governor
20 th April 2017	April 2018	Mrs T Gourlay	Ms E Grylls

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000
- Education Act 2003
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)

At Great Denham Primary School we believe that there is more to marking than a tick or a cross in an exercise book.

To get the very best from our children, we show genuine interest in the work they produce and demonstrate the value we put upon achievement and effort by the quality of our response – be it written, oral or demonstrative. We believe that all work recorded in books must be marked or acknowledged as soon as possible after it is completed as this shows how much value we place on children's achievements.

We aim to provide constructive feedback to every child which focuses on success and areas for improvement and is matched against learning objectives. We would like all children to become reflective learners in order for them to improve their performance.

We feel it is essential to have in place a marking code that is relevant to the phase, is consistently used throughout the school and is clearly understood by the children.

We have a duty to reduce unproductive or unnecessary teacher workload associated with marking progress that does not contribute to the raising of pupil standards. But we must ensure that we do not cut or reduce some tasks associated with marking that by so doing it has a negative impact on the quality of teaching and learning and pupil outcomes.



Great Denham Primary

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

Through our responses to children's work we aim to:

- Show that children's work is valued, linked to our 'soft skills' and their efforts respected.
- Motivate children so they achieve their best and have a sense of pride in the work they produce.
- Foster self-esteem and confidence – celebrate what children are getting right so they can continue to do so.
- Use specific and clearly focussed feedback, oral or written, to move on the learning of individual children.
- Use different forms of feedback which will be subject appropriate.
- Deepen learning and improve teaching using feedback as an essential part of excellent pedagogy to inform our teaching.
- Encourage children to be self-critical, independent learners.
- Identify areas for improvement in order for children to achieve their set targets.
- Provide an assessment record of children's achievement and progress allowing teachers to plan for the next stage of children's learning.
- Feedback should be challenging and used to encourage children to aspire to excellence.
- Reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- delegated powers and responsibilities to the Curriculum Committee and to the Headteacher to oversee the development of this policy;
- to monitor and evaluate the school's performance based on summative assessments;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;



Great Denham Primary

- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy is up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - report to the Governing Body every term;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher and the Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- ensure that marking and feedback is purposeful and manageable for teachers;
- reduce unproductive or unnecessary teacher workload associated with marking that does not contribute to the raising of pupil standards by reviewing current practice to see whether all marking is:
 - meaningful;
 - manageable and
 - motivating.
- monitor to ensure that marking and feedback relates to learning objectives, informs future planning and individual target setting;
- ensure consistency in marking throughout the school;
- provide supportive guidance for parents;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
- annually report to the Governing Body on the success and development of this policy.



Great Denham Primary

Role of Coordinators and Team Leaders

Coordinators and team leaders will:

- review and monitor by regularly scrutinising pupil's work and undertake moderation exercises;
- provide guidance and support to all staff;
- annually report to the Governing Body on the success and development of sustainability.

Role of Teachers and Support Staff

Teachers and support staff must ensure:

- they use the agreed marking code appropriate to their phase;
- that their marking has a purpose and is consistent;
- children receive clear feedback about their strengths and areas for development in their work;
- children are encouraged and rewarded for their efforts and progress;
- marking and feedback informs weekly planning;
- children know their targets for improvement;
- children celebrate their achievements;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils must:

- understand that marking and feedback highlights their strengths and areas for development;
- understand the marking code;
- be aware of the next steps for improvement;
- be encouraged to respond during feedback;
- celebrate their achievements and share their work with others.

Role of Parents

Parents must:

- must be aware of the school's marking and feedback policy;
- realise that marking and feedback highlights a child's strengths and areas for development;
- use the marking as seen in their child's books as basis for discussion on their child's progress.



Marking Code

The marking code must be:

- agreed by all staff;
- understood by all pupils;
- consistently used by all staff;
- manageable

Marking and Feedback

Marking must:

- be a manageable form of record keeping that feeds into children's assessment records;
- be undertaken with the child if possible;
- focus on whether the child has achieved the learning outcome for a particular curriculum subject

Feedback must:

- relate to the success criteria of the task;
- lead to an improvement in attainment by highlighting achievement;
- be positive and constructive;
- when written, be presented neatly and clearly

Marking codes

The following indicators may be used to support monitoring activities

Teacher assisted/adult assisted (stamp)	Individual/group work that has been supported by the teacher/adult.
VF	Verbal feedback given by teacher

Any work that has not got a teacher assisted/adult assisted stamp will be assumed to be independent work.



Great Denham Primary

EDITING CODES – from Summer term, Year 2 onwards

These codes may be introduced to children to assist them when editing their own work. They can also be used by teachers, when required:

//	New paragraph
Sp (in the margin) and a wiggly line (under the word)	Spelling mistakes that need to be corrected. Look for key words that would extend their spelling knowledge*
○	Around a letter means the wrong case of letter has been used
□	Indicates a piece of punctuation missing.
^	Omission of word/phrase/clause.
?	Does this make sense?

* It is assumed that children who gained expected in the year previously, would be able to spell all words/use punctuation and grammar from that year and previous years correctly and independently.

Expectations

<u>English</u>	
<u>Reception and Year 1</u>	<u>Year 2 and above</u>
A child will complete a piece of written work, after each 'block' of work. In Y1 their work can be written, and edited, in their English book. Work can then be chosen to stick in their topic book, together with the final critiqued piece. In reception, their final piece of work can be stuck in their topic books (envelopes are used to organise loose bits of work).	A child will complete a piece of written work, after each 'block' of work. This can be written and edited in their English book, along with any work building up to their finished work. Work can then be chosen to stick in their topic book, together with the final, critiqued piece.
The child will edit their own work using the genre-linked rubric, which has been co-constructed by the children (see appendix 1) using their own pencil. The rubric should include, at least, one Grammar, Punctuation & Spelling success criteria, which is being taught	The child will edit their own work using the genre-linked rubric which has been co-constructed by the children (see appendix 1) using their own pencil/pen. The co-constructed rubric should include, at least, one Grammar, Punctuation & Spelling success criteria, which



Great Denham Primary

in that block. Reception create their own rubric, together as a class, using texts as a prompt.	is being taught in that block.
The children will use a critique method, giving cool and warm feedback, to edit each other's work. In the Spring term reception children begin to look at the work they have produced and use gallery critique, to give cool and warm feedback.	The children will use a critique method to edit each other's work .
Throughout this process the teacher will work with groups/individuals who require more support on an area from the rubric or to re-inforce their learning.	Throughout this process the teacher will work with groups/individuals who require more support on an area from the rubric or to re-inforce their learning.
The children will then work, to re-write an aspect of their work to show improvement eg a couple of sentences/paragraph. Reception children do not, necessarily, edit their work.	The child will then, use a purple pen to improve their draft work. This could be a selection of the work/the whole piece of work.
Presentation: A final english piece (a sentence, paragraph or whole piece of work) should be presented on a page in the topic book. Any work leading up to the final piece of work should be shown, clearly in the English books (Y1 to Y6) – some pieces may be displayed in the topic book, especially if it helps show the 'journey' of a child's work. A record of feedback "certificate" should be stuck, clearly, on the work displayed in the topic book(see appendix 3).	
Notes: <ul style="list-style-type: none">• Every piece of work that will be used for display, on the wall, should be edited and re-written unless it is for a working wall. If a piece of work is on the wall then a photo should be taken and placed in the book.• At every stage of the process the teacher should ensure that expectations remain high and that children's learning is progressing. This may mean that teachers work with individuals or groups at any point during the process.	Notes: <ul style="list-style-type: none">• There should be at least one piece of work in the spring term and two in the Autumn and Summer term which are re-drafted completely and presented in the project books.• Every piece of work that will be used for display on the wall, apart from on a working wall, should be edited and re-written. If a piece of work is on the wall then a photo should be taken and placed in the book.• At every stage of the process the teacher should ensure that expectations remain high and that children's learning is progressing. This may mean that teachers work with individuals or groups at any point during the process.



Great Denham Primary

ART AND DT

Following our work with EOS, using the 'Ethic of Excellence' by Ron Berger it has been agreed that for Art and DT we will be using a critique method for marking.

- All classes should critique at least one piece of art or DT per term
- There should be evidence in the project books of critique. Cool and warm feedback should be clear.
- The final piece of work should show the impact of critique.

Presentation: This should be presented on a double page spread with the work leading up to the final piece on the left side (perhaps in a 'themed' pocket) and the final piece on the right side of the page.

OTHER CURRICULUM AREAS

- At least **2 pieces of work a term** (one must be science and one must be humanities) should be marked using 'developmental marking' (2 stars and a wish). The pieces of work to be marked should be agreed at the medium term planning stage, with your team. This should be helpful, constructive and encouraging with a next step progress indicated.
- 2 stars and a wish "certificates" should be displayed on topic themed paper.
- Reception will give verbal feedback to children, where appropriate. This should be recorded using the verbal feedback stamp.
- Written responses, by the teacher, should be legible (reflecting school handwriting scheme) so that they are easy for children to read and understand. **Children should be encouraged to read them and respond accordingly.** Time should be given in 'teacher led' sessions to make improvements/reflect upon comments made by the teacher – without this time there is little value to marking them.

MATHS

Please see separate maths marking policy.

Notes

- All work in the project books should be of a high standard for that child. Work must be scrutinised and checked by the teacher (using 'quality control') prior to the child displaying it in their book.
- Post-it notes should be used to show learning and can be written by teachers and teaching assistants. These could be used to show discussions during more practical learning sessions or when there has been a discussion about the learning with the child or between children. These should be positive and linked to the learning.



Great Denham Primary

- Spellings should be corrected at the editing/quality control stage by the teacher or by the child. The child should be encouraged to use a dictionary to correct spellings (where this is age and ability appropriate).
- Work should be marked in black ink.
- Self-correcting fluids are not to be used by children or adults.
- Errors made in ink or pencil should be crossed out using **one ruled line**.
- Whilst we make **minimal use of worksheets** to encourage independent writing skills, the same standard of presentation is expected on worksheets as in exercise books.
- Teacher/child verbal feedback is the most effective and immediate way of communicating a response and should be used whenever possible in a positive and constructive way.
- Adults will seek opportunities for children to demonstrate their successes to others in all areas of the curriculum, eg:
 - PE** – Ask a child or group of children to show a sequence of gymnastic movements to the rest of the class.
 - Music** – Perform to another class or in assembly.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and curriculum workshops
- meetings with school personnel
- communication with home such as weekly newsletters
- reports such as annual reports to parents

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - Curriculum
 - Teaching and Learning
 - Differentiation
 - Assessment
 - Equal opportunities
 - Inclusion



Great Denham Primary

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

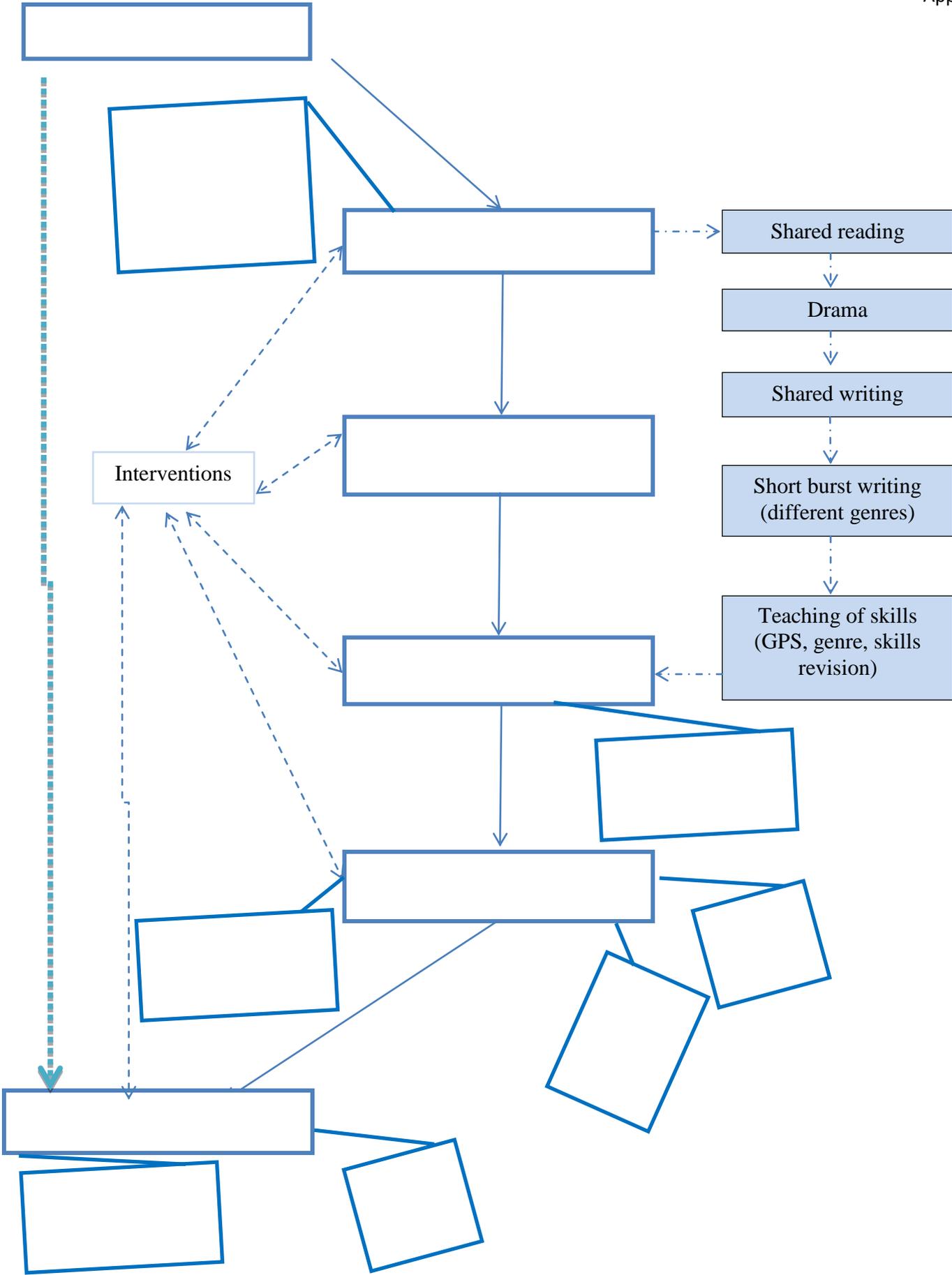


Great Denham Primary

Appendix 1:

Rubric for

Challenge	Success Criteria	Pupil
Going for Green		
Going for Gold		





Appendix 3: An example of a feedback certificate



- The first two lines can be used to record any verbal feedback you have given a child which has impacted on an improvement in their work eg I/we improved my/our use of conjunctions (this can be a group improvement or individual improvement).
- The last line should be used to celebrate the child's work – this should be linked to one of our soft skills or values eg Fabulous, you have shown determination to include fronted adverbials.