

Headcorn Primary School

Marking and Feedback Policy



Meaningful, manageable and motivating

Headcorn Primary School is committed to providing relevant and timely feedback to pupils both orally and in writing. This policy is concerned with ensuring a meaningful, manageable and motivating approach to marking and feedback across the school and to ensure the involvement of children in extending their own learning.

Marking and feedback at Headcorn:



Responsibility of the Pupil

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. **But there are many ways to do this without extensive marking. Too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.**

Accepting work that pupils have not checked sufficiently and then

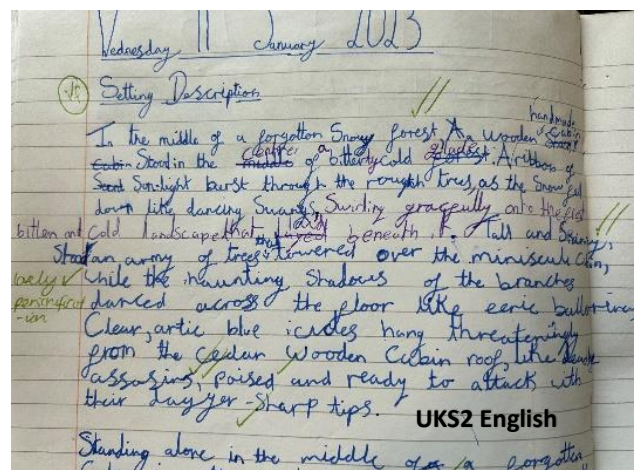
providing extensive feedback, detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. **Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age-appropriate way, so that they complete work to the highest standard.**

(Source: *Eliminating unnecessary workload around marking* - Report of the Independent Teacher Workload Review Group March 2016)


Purple Pen

All pupils should use a purple pen to correct and edit their work. The purple pen should also be used to write evaluations of their learning and respond to reasoning/application questions.

From Year 1, children should begin check and edit their work using pupil pen. This is a skill that will need to be learnt, through modelling and adult support. This should be encouraged and developed in Year 2, with children demonstrating greater independence and fluency in self-assessment as the progress through KS2.



Toolkit:

Symbol/code/feature	Purpose
*	To show where improvement is needed- this could also include a question or prompt. However, in KS2 children should first review their work to identify where improvements should be made. Different types of teacher prompt are: *A reminder prompt *A scaffolded prompt *An example prompt *A challenge/extension prompt <i>(See Appendix 3 for examples of these prompts)</i>
✓✓	Indicates where pupils have achieved the objective, demonstrating an understanding of the success criteria. For example, explaining a process in Science, using technical/subject specific vocabulary; using the correct features in a particular genre of writing. The double tick can also be used to indicate particularly impressive parts of the work, for instance, making adventurous vocabulary choices.
✓	Indicates correctly answered questions (e.g. correct answers to calculations in Maths, correctly labelled maps and diagrams in Geography)
(S)	Support- If a child has worked within a focus group in class or one to one, whether with a TA or Teacher, this needs to be indicated in the child's book using the code "S" (support) and the name of the adult they worked with and the ratio of children to adult e.g. 1:3.
(VF)	Verbal Feedback- to indicate that 'live marking' has taken place. The impact of this verbal feedback should be apparent- e.g. edits/revisions made by pupil in purple pen, reflective comments from pupil.
(SW)	Shared writing- should be used next to any paragraphs/work that has been completed in a group/whole class, as opposed to independently.
(I)	Independent- not used for every child for every piece of work, but rather to highlight where a pupil, who usually receives support, has worked independently.
	A wavy line underneath a spelling, grammar or punctuation error indicates a correction needs to be made, however if this is new vocabulary then the word should be spelt for the child. However, children should be encouraged to check and edit spellings before marking.
Title	All work will have a clear and concise title, linked to the skill being learnt or demonstrated in that lesson. e.g. 'Compare places', 'Explore settlement patterns', 'Diary entry', 'Non-chronological report'. Titles for foundation subjects will be taken from Cornerstones/the scheme being followed. The success criteria/focus should be clear and shared with pupils and support staff. Marking will highlight where the objectives/focus of the lesson have been achieved.
Observation notes	These can be used to record pupils' verbal comments, answers and reflections.
Written comments	Green pen should be used by the adult. Handwriting should be clear and cursive and should model the school's handwriting expectations.

Secretarial Features

Each spelling, punctuation, grammatical error will not be addressed in every piece of writing. The purpose of correcting secretarial features is for children to learn from their mistakes and to improve and develop their skills further, not to make the child feel discouraged or heavily criticised. With this principle in mind, spelling, punctuation and grammar will be corrected in a manner which is focused and beneficial to the child. It may be appropriate to focus, for example, on correcting one paragraph/section of writing in detail, whilst only checking for content throughout the remaining work. However, the emphasis must be placed upon the pupil to check and edit their own work.

High frequency words, e.g. and, but, then, when, there, because etc. will be prioritised and corrected and in line with age related expectations. Technical vocabulary will also be corrected, e.g. 'rhombus' (in Maths) and 'electrical circuit' (Science).

When work is finished, children will be asked to check for things they know are wrong in their work when they read it through. Children will be given feedback about the things they have been asked to pay attention to.

Monitoring and Review

The Head teacher and subject leaders will regularly (book scrutiny, learning walks and observations) monitor the effectiveness of the policy to ensure that marking systems are upheld and that every child receives positive, constructive and timely feedback.

Appendix 1

What does Ofsted say about Marking and Feedback?

Taken from Guidance document published 08/15

Pupils' work

- Ofsted **does not** expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books and folders will depend on the subject being studied and the age and ability of the pupils.
- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not** expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- While inspectors will consider how written and oral feedback are used to promote learning, Ofsted **does not** expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

Grade descriptors for the quality of teaching, learning and assessment

Outstanding

- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

Good

- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practice key skills.

Appendix 2

Pupil Engagement with Written Feedback

Instead of ...	The Teacher ...	The Pupil ...
Writing annotations in the body of the piece of work and an overall comment at the end.	Uses prompts in the body of the work.	Writes a review of their work giving two strengths and one area for improvement. Annotating their work where necessary.
Writing extensive comments.	Give one area for improvement.	Works to improve the area identified.
Writing "Well done, you have..."	Puts a double tick next to the best parts of the work.	Writes the reasons for the double ticks.
Writing the same explanation on every piece of work when the same mistake is made by many students.	Go over this mistake in class, preferable within the lesson where the mistake has been made.	Makes the correction

Appendix 3

EXAMPLE PROMPTS

An example of this style of feedback:

CONTEXT : Write a story about a dog

LEARNING INTENTION : To be able to express a character's feelings

REMINDER PROMPT : How do you think the dog felt here?

SCAFFOLD PROMPT : Describe the expression on his face.

He was so surprised he

He barked ___ly running round feeling very _____

EXAMPLE PROMPTS : Choose one of these or use one of your own : He couldn't believe his eyes !

He ran around in circles looking for the rabbit, feeling very confused

Appendix 4

Links

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf