English Nursery and Primary School

Moscow



Marking and Effective Feedback Policy

January 2022

Review date June 2023

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 local legislation and international standards:

This policy gives guidance to staff on the purposes of marking and our procedures to help ensure that feedback to children at ENS is both consistent and effective.

**Introduction**

Marking and feedback are fundamental elements of the assessment of children’s work, helping children become reflective learners and closing the gap between current and desired performance.

This policy will:

• Promote high quality feedback throughout the school and branches

• Provide an approach to marking that is both manageable and effective

• Standardise the schools’ approach to marking and feedback

**Aims**

Effective marking and feedback:

• Provides a dialogue between teachers and children

• Gives children clear strategies on how they can improve their work.

• Provides a tool for teacher assessment – diagnostic, formative or summative

• Helps the teacher to evaluate teaching and inform planning

• Positively reinforces children’s achievement and efforts

• Celebrates success whenever possible in order to raise self - esteem and encourages all children to work to their full potential.

**Procedures**

• Teachers will use feedback from marking to inform future targets and planning

• Wherever possible, feedback and marking will be related to a clear learning objective and / or targets, which have been shared with the children.

• Incorrect spellings may not always be corrected: often only technical vocabulary or high frequency words which the child is expected to know will be marked.

**Frequency of marking**

• Marking and Feedback should take place after the lesson has been completed and handed back as soon as possible

• Marking and discussion can take place during the lesson alongside the child,

• Providing immediate feedback but work should not be marked in isolation during teaching time.

• Topic work will be marked on completion – children need to be told this in advance

• Regular marking and feedback is necessary to inform the next steps for teaching, this includes homework

• A minimum of one formative mark is expected each week in Maths and Literacy, however all work in books should be acknowledged by a tick or short comment.

• Teachers will use their professional judgement to select which pieces of work, including homework, will be quality marked with a formative comment

We make use of a range of forms of marking and feedback:

**Oral feedback**

At ENS we recognise the importance of children receiving regular oral feedback. Adults will talk to children about how they have met the learning outcome and question the child about a specific part of the work. This can correct children’s understanding extend their learning. Children of all ages need oral feedback but this is particularly important in the Early Years and KS1 where children may be unable to read a written comment.

**Written marking and feedback**

This usually consists of ticks and dots for mistakes and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

This is particularly relevant when marking Maths and Spelling.

**Formative feedback/marking**

Some key pieces of work which form the basis of learning to be built on will have more in - depth marking than other work.

• Comments /prompts are used to ‘close the gap’ or extend children’s learning. These are written as a reminder, a scaffold prompt or an example. (See appendix 2 for examples)

• Comments are written in language that the child understands and are appropriate to the age and ability of the child. They should model correct use of subject vocabulary and be written using legible writing, following the school’s handwriting policy. Green pen should be used.

• Marking may include modelling correct methods, in numeracy for example.

• Marking may result in a new target being set which should be shared with the child in the next lesson

• There must be time in a lesson for children to read and respond to the teacher’s comments as appropriate. They should respond with a purple pen or pencil.

• Children should have opportunities to mark their own or their peers work. This will help them to assess their progress and evaluate their own learning. They should be taught how to write comments and to give feedback to their peers.

• Most marking should be done by the teacher, the marker should initial their comments / the piece of work.

Concepts that are persistently misunderstood by individual children need to be explained personally.

**Self - assessment**

Children are often encouraged to self - evaluate by identifying their own successes and looking for an improvement point. The plenary may focus on this process as a way of analysing learning. Success criteria are used to support self - assessment. Children are also encouraged to generate success criteria.

**Shared Marking**

Teachers use work to mark as a class, on the whiteboard. This enables the teacher to model the marking process and teaches particular points at the same time.

**Peer - assessment**

Children sometimes mark work in pairs.

The following points are important:

1. Children need to learn to do this through modelling with the whole class

2. Ground rules should be decided as a class and adhered to

3. Children should identify things that match the success criteria and then suggest a way to improve the piece against the learning intention

4. Dialogue should be between the children rather than one being the ‘teacher’.

**Marking in the Early Years**

In Reception and at the beginning of the year in Year 1, the teachers focus on giving oral feedback to the children but they may write a comment with the child. Staff also annotate the work as part of the process of gathering information for the EYFS. This can carry on into KS1 in some instances in that it is expected that pupils will often have work marked with them rather than away from them.

**Marking and Feedback Codes**

Teachers use the agreed marking code (see appendix 1).

**Equal Opportunities**

In applying these procedures, we will maintain a consistency throughout school that will support every child in their learning by focusing explicitly on what children ‘can do’ and identifying clearly ‘next steps’ for their continued progress and improvement.

**Monitoring the Policy**

We will ensure that these guidelines are being used consistently throughout the school by sampling children’s work.

This policy is reviewed if changes in practice are required.

**Appendix 1 – Marking posters**

**Marking Code - KS1**

Your teacher will mark your work using the following codes:-

|  |  |
| --- | --- |
| **Code** | **Meaning** |
| DP | Dojo Point for excellent  work/effort |
| VF | Verbal Feedback |
| xc | Make a correction |
| sp | Incorrect spelling in work |
| ? | does not make sense |
| ^ | Insert a missing word or words |
| // | New paragraph |
| CL | Capital letter |
| x | Incorrect |
| NS | Next steps |
| / | Leave finger space between words |
| √ | Correct/Acknowledgement where the objective is met. |
| . ! ? , | Punctuation |
| Smiley Face Emoji | Demonstrated good effort of work |

Your teacher may write any additional comment or may award stickers for

excellent work and effort.

I - Independent Work S - Supported by a Teacher or TA

**Marking Code - KS2**

Your teacher will mark your work using the following codes:-

|  |  |
| --- | --- |
| **Code** | **Meaning** |
| DP | Dojo Point for excellent  work/effort |
| xc | Make a correction |
| sp | Spelling error (is to be written sp in the margin  underneath the work, the children identify the mis-spelt word and copy x3 under writing. LKS2 chil-dren will have the word highlighted for them, they then find the correct spelling and copy x 3. |
| ? | This piece of writing does not make sense |
| ^ | Insert a missing word or words |
| // | New paragraph |
| CH | Challenge set |
| x | Incorrect |
| NS | Next steps |
| / | Leave finger space between words |
| √ | Correct/ Good (these are written next to positive, e.g. Good vocabulary) |
| √√ | Very good (as above, but very good example) |
| P | Punctuation |
| Smiley Face Emoji | Demonstrated good effort of work |
| CL | Capital letter– Underline for LKS2 |
| VF | Verbal Feedback given |

● Area to be corrected should be highlighted in the margin with brief instructions Underneath the work. Green should be used.

● Children making no mistakes should be given a challenge (particularly in maths and

foundation subjects

● Teachers should mark with a word like ‘fantastic’, ‘great’, ‘super’, etc., to fit the work.

**I** - Independent work **S** - Supported by Teacher or TA

**Appendix 2 – Examples of high quality marking**

Our feedback to pupils about their work should be positive, highlight achievement in relation to the learning objective and inform pupils of how to improve their work. Using ideas recommended by Shirley Clarke, we use comments/prompts to ‘close the gap’ or extend children’s learning in literacy, maths, and other subjects where appropriate.

**Examples of these in literacy may be:**

◊ A sentence with missing words for the child to complete

I slept on a \_\_\_\_\_\_\_ couch with my \_\_\_\_\_\_\_ brother.

As fast as \_\_\_\_\_\_\_\_.

◊ Providing an example prompt, modelling two or three words or phrases

What did you see on the boat trip? Fish? Birds?

What mess did they make? They spilled drink? They dropped food on the floor? They knocked over the chairs?

◊ Asking for one or two new words

Can you think of a good adjective to describe the wolf?

◊ Asking for one or two sentences

Can you write a sentence about the things Tom likes doing?

Think of a line that rhymes with power

◊ Asking for one or more sentences to be replaced/rewritten

Can you rewrite your last sentence in a way that is more appropriate for an adventure story?

◊ Asking for an improvement in the continuation of an extended piece of writing

Write the end of your story using a range of words for ‘said’.

**Examples in maths may be:**

◊ A procedure is explained / modelled and then a question(s) asked

◊ If a child has understood how to convert cm to m, an extension question may ask him/her to convert m to cm

◊ Can you find any more lines of symmetry on the pentagon?

◊ A square has 4 sides and \_\_\_ corners.

◊ Can you show another way to calculate 15% of 50?

Some of the examples may also be suitable to use when commenting on work in other subjects.

In Science:

◊ You can use a sieve to separate \_\_\_\_\_\_\_ from \_\_\_\_\_\_\_.

◊ Can you find out what other materials melt?

In History:

◊ How do you think Howard Carter felt when he found the tomb?

◊ Can you write two sentences about Nelson Mandela’s life since he was released?