Bomere and the XI Towns Federation

'With God all things are possible'

Matthew 19:26

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all. Our core Christian values are Hope, Love and Respect.

A STATEMENT OF POLICY

Marking/Feedback

The following policy has been reviewed by the school's Governing Body and completed in consultation with staff and pupils.

Date; September 2020

Marking/Feedback Policy

Teachers are responsible for ensuring the pupil's in their lessons make excellent progress.

Marking is the annotation of a piece of work, using words and symbols in order to support this progression. It is in a written form but can be verbal (feedback). Children need acknowledgement that their work has been looked at but 'in depth' <u>written</u> feedback is only given occasionally, when appropriate.

At Bomere and the XI Towns Federation, we consider that 'live marking' ie discussing work with a child at the time is much more effective than written notations in a book. Thus staff can choose the best method to help their pupils make good progress.

Less detailed marking will be supported by oral feedback during the lesson or at an early opportunity thereafter.

When using written marking in books, this must be purposeful for the teacher and the learner. It must be manageable and must, therefore, have a balance between comments and ticks in order to support the pupil in making good progress.

The more immediate the feedback, the more effective it is.

We do not expect written feedback or marking (ticks or comments) in every piece of work. Teachers and pupils should maintain a dialogue to support learning and progress. We expect the largest proportion of feedback to be immediate and verbal –NOT written.

Rationale:
Why do we mark / give feedback?
> - To show the pupils that their work is valued.
> - To boost self esteem and aspirations and encourage pupils to have pride in their work.
> - To celebrate success and motivate children.
> - To move learning forward and ensure progress is made towards the pupils' targets and lesson objectives.
> - To provide a dialogue between pupils/staff/peers.
> - To inform pupils of the teacher's high expectations.
> - To promote independence.
> - To help in future curriculum planning.

Marking/ Feedback should be:
> - Consistent
> - Supportive
> - Constructive
> - Diagnostic

Marking Methods:
1. Lessons should be evidenced in books; this may be using a range of different methods eg annotated pictures, formal recording, notes, teacher labels etc. Expectations should remain high at all times – presentation is important!
2. The date and learning objective will be either written by the pupil or provided in a written form on a sticky label (sample in Appendix C). This will be

placed at the top of each piece of work. This will include opportunity for the pupil to evidence reflection on learning and also indicate the level of support the pupil has/will receive(d) through the lesson, in order to support accurate assessment of a learner's achievements. (e.g. VF = verbal feedback given, I = independent work). See Appendix B.

3. Pupils may self-evaluate their work and annotate this alongside the objective; marking ladders may be used to support this.

4. Teachers or Teaching Assistants may make quality comments on learners' achievements and/or areas for development when appropriate either verbally or via notation using the marking symbols below.

5. Marking symbols will be used to support pupils in editing and improving their work. The agreed marking symbols are attached in Appendix A and are progressive through the school.

6. In number work, a dot may be put alongside the incorrect answer and the children will have another attempt – the error may be identified if the teacher feels this is necessary.

7. In number work, the reversal of numbers will be challenged and the correct formation modelled (this can be separately rather than in the pupil's book) – pupils will be expected to practice the correct formation. A dot may be used to indicate that the answer is incorrect.

8. In writing, poor letter formation will be challenged and the correct formation modelled (this can be separate to the pupil's work eg on a white board)– pupils will be expected to practice the correct formation.

9. Spelling mistakes; most key words which the pupil should be able to spell correctly may be identified and discussed with the pupil with the expectation that they will make improvements (age and ability appropriate). A sample of other more challenging words may be identified for correction.

10. Wherever possible, adults should discuss work in a dialogue with the pupil, offering guidance as to the extent to which the learning objectives have been met and suggesting next steps. As a federation, we expect staff to utilise live marking which is completed during the lesson, may be totally verbal and may not show in books.

11. Oral or written comments, stickers and stamps may be used to indicate praise (this is at the teacher's discretion and will only be utilised where the teacher feels this supports the pupil to make progress). Learners may be asked to show their work to other teachers or the Headteacher when they have displayed excellent effort or achievement.

12. Teachers should use marking/feedback to assist with planning sequences of lessons, adapting in the light of errors and misconceptions identified during lessons.

13. If choosing to mark; teachers will use green pens, teaching assistants will use purple pens, pupils will mark in pencil or red pen, supply teachers or student teachers will mark in blue pen.

14. **Supply teachers** are asked to place a post it note as a tab in the top of any books which need a response to marking.

The impact of this marking policy is that marking/feedback will:
- ✓ Be manageable
- ✓ Relate to learning objectives which are shared with the child and the criteria for success will be understood
- ✓ Recognise effort as well as quality
- ✓ Encourage children to reflect upon their work and respond to the comments that they receive
- ✓ Be given promptly and regularly to children

- ✓ Use language that is consistent, unambiguous and appropriate to the child's maturity
- ✓ Help children to understand their achievements and know exactly what they must do next to make progress
- ✓ Be consistent throughout the school
- ✓ Support the target setting cycle and be an integral part of that process.

Date of policy: September 2020 This policy will be updated within 3 years or earlier if legislation should change.

Appendix A
Agreed Marking Symbols;

(handwritten sheets to be attached)

Support		I	G	P	H	T	TA	VF

I –   Independent work – no adult
     intervention
G –   Group work
P –   Paired work
H –   Adult help given
T –   Teacher help given
TA – Teaching assistant help given
VF – Verbal feedback given

Labels

To be used every lesson to show learning objective, success criteria (I can statements) and level of support through adult input or resources;

Blank sheets are available on the staff server under 'marking'. Upper Key stage pupils may have the 'support' box left blank for the child to complete as necessary on the presumption that all work is independent unless indicated otherwise.

Date;
Learning Objective;

I can							
Reflection of my learning;							
Resources;							
Support	I	G	P	H	T	TA	VF

Date;
Learning Objective;

I can							
Reflection of my learning;							
Resources;							
Support	I	G	P	H	T	TA	VF