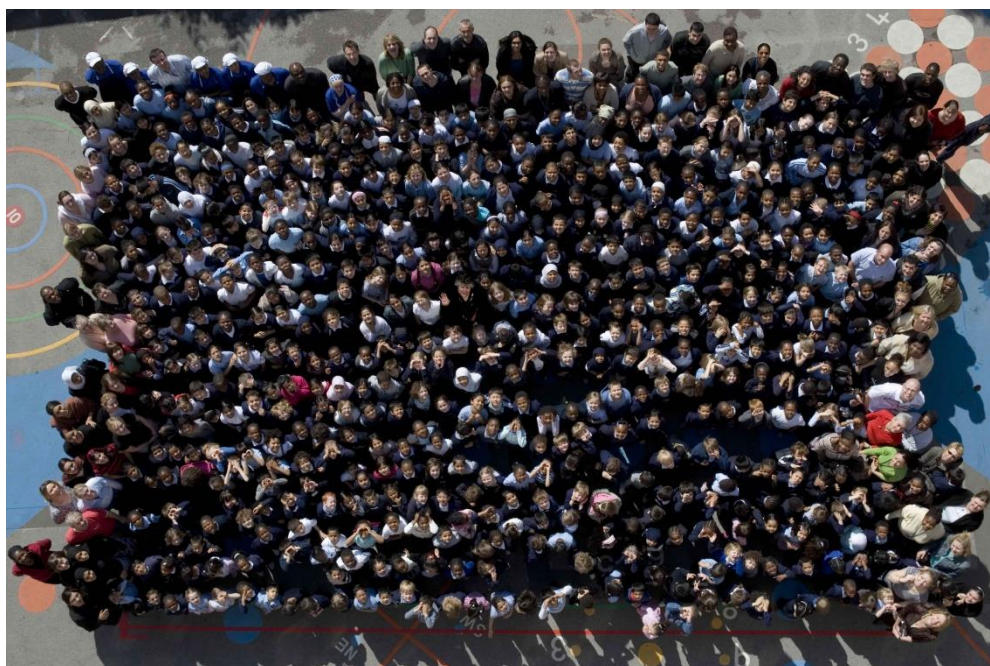




MARKING & FEEDBACK POLICY



Marking and Feedback Policy

At Millfields we follow a clear set of expectations for marking; these take into account the guidance on workload provided by the DfE in March 2016. It is intended that this policy be read in conjunction with our assessment statement.

Background

A marking review took place in April 2016. Teachers were interviewed and asked about which elements of marking had the most impact on pupil progress and what they thought would help to improve work-life balance. Pupils were asked about which elements of marking helped them to improve their work.

Findings

Teachers said that marking the extended writing pieces, re-drafting sessions and verbal feedback (1:1 conferencing) had the most noticeable impact on pupil progress. Some teachers talked about keeping their own mark-book to note down next steps for individuals/groups as they were marking. Teachers thought that writing comments in books for pupils who couldn't read had little impact. Most teachers felt they spent too much time marking. Teachers stated that peer marking had an impact where pupils were trained to do it well.

Pupils said that sometimes they needed the teacher to talk about what they had written down. Some pupils liked the written feedback and said it helped them to improve others said it was easier to talk through their next steps with a teacher. Pupils said highlighting their work with a target helped them to improve. One pupil said they couldn't understand the teachers writing and that words were sometimes missed out.

Rationale

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. It will promote the use of diagnostic and dialogic marking to support children on their learning journey. All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims

According to the DfE's publication 'Eliminating Unnecessary Workload around Marking' (2016), marking and feedback should be:

- **Meaningful:** marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

At Millfields we recognise that the single purpose of marking is to advance pupil progress and outcomes. We believe marking should:

- Impact on pupils' learning: 'Marking is only good quality if the pupil's subsequent work improves.'
- Involve the teaching team working with the children
- Give recognition and praise for achievement and clear strategies for improvements
- Allow specific time for children to read, reflect and respond to marking where appropriate, promoting a constructive dialogue between child and teacher which leads to improvement in the pupil's work
- Respond to individual learning needs taking opportunities to mark face to-face where appropriate.
- To set next step targets and personalised targets
- Relate to the learning objective and inform future planning
- Use consistent codes within Key Stages
- Ultimately be seen by children as a positive approach to improving their learning

'When the feedback focuses on what students need to do to improve, and, in particular, how to go about it... then you get very large impacts on student achievement.'

Dylan William

Marking Expectations

General

- All marking is completed using red pen and green highlighters for signalling work to be improved by pupils
- All response work is completed in green pen
- Work is marked positively with reference to the Learning Objective

Monitoring

Maths and Literacy books are scrutinised each half term, Science books each term. Each teacher's marking is evaluated against the Marking Scrutiny Statements below, with the exception of Y1, where the hierarchy of effective marking develops termly. Each teacher is given written feedback and next steps following the scrutiny.

Maths Scrutiny Proforma:

Maths Book scrutiny		
Teacher's name:		Observer's name:
Year group:		Date:
Outstanding	<ul style="list-style-type: none"> • Strategies exist to acknowledge/celebrate the achievement of targets • Children are involved in setting targets for improvement • There is a good level of response to personalised comments from the teacher and some subsequent response where appropriate. • There is good evidence of children responding to green pen questions which challenge misconceptions or deepening understanding through reasoning and mastery where appropriate • Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge • Misconceptions are effectively modelled during marking and children respond • There is good evidence of progression of the skills being taught following the PA guidance • There is good evidence of skills being applied in different contexts • There is good evidence of embedded reasoning, mastery/using and applying opportunities 	
Good	<ul style="list-style-type: none"> • All children are set relevant, accurate targets on a regular basis • Self-assessment is a regular activity; children know what they are good at and what they need to do to improve • There is evidence of children responding to green pen questions which challenge misconceptions or deepening understanding through reasoning and mastery where appropriate • Misconceptions are being modelled during marking • There is evidence of progression of the skills being taught following the PA guidance • There is some evidence of skills being applied in different contexts • There is some evidence of reasoning, mastery/using and applying opportunities 	
Requires Improvement	<ul style="list-style-type: none"> • There is sufficient work in the children's books to allow marking to have impact (reflecting the long term Maths overview) • Work is marked regularly • Children know how they have done in relation to the objective • Marking helps to build confidence • The majority of marking is about recognising success • Some relevant targets are set • The teacher's handwriting is easy to read • The teachers spelling and use of Standard English is accurate 	
Inadequate	<p>Marking is likely to be inadequate if it does little to help children to improve. The key features of inadequate marking are the opposite of satisfactory marking:</p> <ul style="list-style-type: none"> • Work is not marked regularly • Marking is not linked to the objective • Marking does not help to build confidence • The majority of marking is not about recognising success • No relevant targets are set/targets are poorly chosen • The teacher's handwriting is not easy to read • The teacher's spelling and use of Standard English is inaccurate • Work is marked incorrectly • The advice given to children is inaccurate • There is insufficient work in the children's books to allow marking to have an impact 	
	Comments and areas for development:	

Literacy Scrutiny Pro-forma

English Book scrutiny



Teacher's name:		Observer's name:
Year group:		Date:

Handwriting	Feedback & Next Steps
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<ul style="list-style-type: none"> • There is evidence that a new handwriting skill is being taught each week • Pupils have an opportunity to practice the skills they have been taught each week • There is evidence of modelling and correcting of letter formation/joins throughout the teaching session • All worked is marked in line with literacy book marking symbols 	
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Spelling	Feedback & Next Steps
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<ul style="list-style-type: none"> • All pupils have a workbook and log book • There is evidence that spelling is being taught at least 3 x per week • Relevant words are displayed in classroom 	
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Literacy Books	Feedback & Next Steps
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<ul style="list-style-type: none"> • All work has been seen and marked with one of the following symbols: ✓✓ LO met / happy for the child to move on ✓IN More input needed (Plans/teaching adapted) ★ LO not met – re-teaching evident • There is evidence that teachers are adapting teaching to meet the needs of the pupils in the class 	
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Writing Assessment Book	Feedback & Next steps
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<ul style="list-style-type: none"> • Strategies exist to celebrate the achievement of targets • There are clear targets / next steps after each piece of writing • Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge • There is a good level of response to personalised comments from the teacher • There is some subsequent response from the teacher • There is evidence of progress in writing in the improvement pieces and over time • Extended writing tasks are completed fortnightly 	
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General Comments

Appendix

Marking Keys

Maths KS1

Maths Marking Key

✓ right

• wrong

✓✓ excellent

VF Verbal Feedback

© correction

VFA Verbal Feedback
achieved

Maths KS2

Maths Marking Key

✓ right

• wrong

✓✓ excellent

? ○ look again

© correction

✓m right method

Ⓜ method correction

Literacy Marking Key



right



wrong



excellent

VF

Verbal Feedback



correction



new paragraph



spelling



omission

VFA

Verbal Feedback achieved




Finger Space




Insert/check capital letter

Example Literacy Success Criteria Template KS1

<p>Tuesday 13th May 2014</p> <p>LO: BIG WRITE create a Non- Chronological Report</p> <p>I G A P</p>	Have I?	Me	Teacher	
	Written Headings or sub-headings			
	Organised information into paragraphs			
	Written general facts in the present tense			
	Included descriptive detail using BOSA connectives			
	Included technical language and a glossary			
	Used adverbs or adverbial phrases			
	Re-read my work to check that it makes sense			
Challenge: Modified Nouns to add detail				

Example Maths Success Criteria Template KS1

<p>13.6.14 LO: To sort objects using the Venn or Carroll diagram.</p> <p>I G A P</p>	Have I?	Me	Teacher	
	Read the numbers			
	Identified the multiples of 2, 5, 6 and 10			
	Placed the multiples in the correct section of the diagram			
Challenge – Added an extra multiple not on the table to the different sections.				

Example Literacy Success Criteria KS2

L.O. To write a newspaper report	
Success criteria: Have I?	
Written my headline?	
Written my by-line?	
Written my orientation, including who, what, when and where?	
Included interesting details - How? Why?	
Included a relevant picture?	
Included a picture caption?	
Included subheadings?	
Included quotations?	
Challenge: Written my reorientation?	

L.O.: To multiply numbers up to four digits by a one/two digit number.		M	T																						
Record problem in PV columns:	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td><td> </td></tr> <tr><td>3</td><td>4</td><td> </td></tr> <tr><td>5</td><td>6</td><td>x</td></tr> </table>				3	4		5	6	x	Add PV headings if it helps														
3	4																								
5	6	x																							
<p>Multiplicand ></p> <p>Multiplier ></p>																									
Use short multiplication. Multiply the multiplicand by the units in the multiplier.	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td> </td><td> </td><td>3</td><td>4</td><td> </td></tr> <tr><td> </td><td> </td><td>5</td><td>6</td><td>x</td></tr> <tr><td> </td><td> </td><td>2</td><td>0</td><td>4</td></tr> <tr><td> </td><td> </td><td>1</td><td>7</td><td>0</td><td>0</td><td>+</td></tr> </table>			3	4				5	6	x			2	0	4			1	7	0	0	+		
			3	4																					
			5	6	x																				
		2	0	4																					
		1	7	0	0	+																			
Use short multiplication to multiply the multiplicand by the tens in the multiplier.																									
Use PV to add the products to find the total.																									
Add to find the total >																									
Next steps:	<hr/> <hr/> <hr/>		