

# Kentmere Academy and Nursery

## Marking and feedback for learning policy



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## Mission statement

We are proud to be a happy, diverse and inclusive school where everybody matters.

## School Aims

- **H**elping to challenge inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

**This policy forms part of the whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.**

## Marking Principals

Teachers spend a large proportion of their time assessing and marking pupils' work. This time is spent most effectively when the following principles are applied:

### Shared principles

- It provides opportunity for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success;
- Teachers provide constructive suggestions about ways in which the pupil might improve his/her work;
- Teachers agree the next steps with the pupil;
- Teachers follow up the agreed targets with the pupil to see how far they have achieved them.

### Teacher – Centred Principles

- Teachers are selective in the aspects they choose to comment on;
- Teachers comment on specific, positive aspects of the assignment.
- Teachers recognise effort as well as quality; not in a vague or generalised way, but linking effort to specific skills or understanding.
- Teachers use the information gained with other information to adjust future teaching plans.

### Pupil Centred Principles

- Pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teacher;
- Pupils are praised when they focus their comments on the learning objectives for the task.

- Pupils are given time to act on feedback they are given.

### School – Centred Principles

- Everyone’s practice is consistent and in line with the overall policy on Assessment, Record – keeping and Reporting throughout school;
- The Marking Policy is reviewed at intervals to ensure that it is understood by all new members of staff, that practice continues to reflect the school policy, and that everyone has the chance to share and develop practice further.

***Key: - Make the time you spend marking beneficial. Base what you do on sound principles.***

### Marking Strategy

#### Consistent whole school approach

- In all subjects, except Maths, success criteria will be the criteria against which the pupil’s work is marked against. Teachers, subject leaders and curriculum co-ordinators need to monitor how pupils’ work is marked. Teachers, subject leaders and curriculum co-ordinators need to monitor that assessment feedback and results really do reflect the learning intentions for tasks, topics and units of work.
- Subject leaders and curriculum leaders should check at least once a year that teaching teams’ policies for using scores or codes are in line with the whole school policy.
- Teachers across the school have agreed principles for marking (see Principles for Markings section)
- Teachers aware that the audience for marking is the pupil. Effective marking will support and guide the pupils and therefore speak for itself, this will be recognised by whoever monitors or evaluates its effectiveness.

#### Different ways of marking

- Each piece of work must be marked in green pen before being returned to the child again.
- Not all pieces can be quality marked. It helps for the teacher and pupils to be clear about whether a piece of work will simply be acknowledged, or whether it will receive detailed attention.

#### Pupil Follow – up

- Follow – up is essential after marking: it is the crucial element.
- If nothing happens following marking, pupils soon get to know that they don’t have to respond in terms of improving their work;
- We will give 10/ 15 minutes a day for pupils to work on marking prompts.

***Key: – The teaching team needs to establish, share, maintain and evaluate the routines it uses to give pupils sufficient time to read and act on the comment they receive.***

## SECTION B: FEEDBACK TO PUPILS

- Feedback for learning is a better description than simply feedback as it encompasses the processes of review and next steps;
- Pupils must be clear about expectations – in talk partners they could explain the success criteria to ensure clear understanding.
- Feedback must be given against the initial expectation;
- The skills of responding to feedback must be explicitly taught at KS1 and pupils must be given dedicated time to respond.
- Feedback is necessary in order to support the children to learn better. Learning how to learn is the deeper issue, bringing profound and lasting benefits to pupils' progress and attainment.
- Examples of feedback strategies include:
  - Getting pupils to give their personal understanding of the learning objectives and what they need to do.
  - Promoting an exchange of comments between teacher and pupil (e.g. I'll tell you one good thing about your work, and you then tell me one...);
  - Feedback sandwiches (positive, developmental, positive comment)
  - Contextual statement: 'I liked your description of ... character' or Now/Next time..... or Interactive statement e.g. a question about the work.
- Feedback will be teacher – to – pupil and pupil – to – pupil, involving dialogue. Pupils should be supported to move from 'I am proud of this piece of work because it is neat' to 'I am proud of this piece of writing because I used some very descriptive words.' The more pupils refer to learning objectives in their self-assessments, the more effective the teachers know their teaching is.
- Feedback should be tackled carefully. Work on building confident relationships as a foundation for the risky business to being honest about what you think of pupils' work, so that they can learn to be honest too.
- School needs to work with parents to explain changes to marking policy and practice. Help them engage with the use of targets as a way of bringing motivation and direction to pupils' learning activity.

***Key:- Be creative in finding activities that stop the pupils from seeing feedback as a dull judgement or nit – picking criticism, and help them see feedback as one of the ways they can work with you to achieve higher standards.***

### Feedback in written form – guidance on marking work

- The purpose of individual pieces of work should be made clear.
- How the work is to be assessed should be made clear i.e. the success criteria should be made explicit.
- Pupils should be quite clear what follow – up is expected to any piece of work: e.g. 'do corrections' or 'finish off', 'practise certain skills', 'develop the work in certain ways'.

- In all subjects, except Maths, teacher's comments should focus on the success criteria already established. They should be positive in overall tone. They should be personalised.
- A grade, score, level or code, if used, should be fully understood by the pupil.
- Teachers sometime correct single errors, but they should routinely look for opportunities to teach patterns. A good way of doing this is: - setting targets: at word level (e.g. spelling or vocabulary), at sentence level (e.g. punctuation, structure, tense sense), or at text level (e.g. paragraphing, cohesion, introduction, developing, ending).
- When targets are used, they should be referred to in the marking of subsequent pieces of work, until the targets are hit. Targets give the marking focus.
- Use targets as a way of encouraging the pupil to take ownership of their learning. Lesson objectives are usually defined by the teacher, but the pupil should have a real investment in choosing targets for improving her/his work.

## SECTION C: DEVELOPING PUPILS' SKILLS IN ASSESSING THEIR OWN WORK

Do pupils know what makes a piece of work good?

Ask them:

- Do you know when you have done 'good' piece of work? Can you tell me what makes it good?
- When I write a comment or a mark on your work do you always know what I mean? Do you know why I do that? Do you always know what you need to do next/ think about?
- How do you feel about comments? Are you sometimes surprised by the comments I make about the work you have done?
- Do you sometimes feel pleased with work you have done? Can you think of a piece of work that you felt you did really well? Can you remember why you thought it was good?
- Do you ever ask your friends what they think of your work? Does what they say help you? Do you ever compare your work to their work?
- When you do the next piece of work do you think back to what you did before, what you/ your teacher/your friend thought about it and how you thought about improving it? Does this help you to do the next piece better?
- How can marking help you be even more successful in your learning?

### How can pupils access their own work, self-correct and use self-correction to get better?

It is only when teachers are clear about what the expected learning outcomes of a lesson are, and when they share these with pupils, that they help pupils to apply assessment criteria to their learning.

#### Step one

Use a piece of written work, possibly produced by a child in the previous year, completed to

meet certain expected outcomes and assessment criteria. Remove the child's name and distribute a copy to every child in the group explaining what the expected outcomes and criteria were. Now take them through it as a teacher – directed exercise, explaining how you would mark and commenting on the work to the given criteria.

## Step two

Divide the children into mixed ability groups of 4 or 5. Give each group copies of a piece of written work which can be judged by clear criteria. Each group has a different piece. Their task is to mark and annotate the piece with reference to the criteria. The group's judgement is recorded on a separate sheet along with the reasons for their decision with reference to the criteria. The group will include on the sheet feedback to the pupil about the piece of work, how well it had been done and how it could be improved. This feedback should be specific and clearly related to the expected outcomes and assessment criteria.

When the groups have completed this task, the pieces of written work, together with the comments, they are passed on to another group. Each group first review the new piece of work against the criteria and then looks at the previous group's marking, explanation and feedback.

## Step three

When most of the pupils are ready to self/peer mark on their own, the teacher can use another piece of written work. Each pupil tries to make a comment and offer feedback on his/her own before comparing findings with others. For pupils less able to manage this process on their own, the teacher may provide support, putting them with a learning partner or using an easier task or fewer criteria. For pupils who are developing the skill more rapidly than others, a more challenging task should be provided.

## General guidelines:

Words we do not use in our marking (These words do not promote developmental marking)

- Remember to
- Don't forget
- Can you
- Think about
- But - as it has a negative connotation of what is to follow

## Spelling:

### Key Stage 1

At the end of a piece of writing, children to highlight in green one word they think is mis-spelt. An attempt to improve the spelling of that word is to be written in purple pen at the end of that piece of writing. When marking the writing, teachers will underline, in green pen, 3 further spelling mistakes and write them at the end of the work. Appropriate words for teachers to identify are those from their phase's National Curriculum word list or those from a previous phase, any phonetically regular words which could have been spelt using known graphemes, words that were provided as a resource or any high frequency words that should already be embedded. As part of RICH time, children will copy these spellings 3 times. From Year 2, the teacher will also identify one further spelling mistake (underlined in pink) for children to correct independently, in purple pen.

### Key Stage 2

At the end of a piece of writing, children to underline in purple pen, one word they think is mis-spelt. An attempt to improve the spelling of that word is to be written in purple pen at the end of that piece of writing. When marking the writing, teachers will underline, in green pen, 3 further spelling mistakes and write them at the end of the work. Appropriate words for teachers to identify are those from their phase's National Curriculum word list or those from a previous phase, any phonetically regular words which could have been spelt using known graphemes, words that were provided as a resource or any high frequency words that should already be embedded. As part of RICH time, children will copy these spellings 3 times. The teacher will also identify one further spelling mistake (underlined in pink) for children to correct independently, in purple pen.

### Year 6

From January, all Year 6 marking will be carried out ensuring there is no direct adult intervention e.g. the child is not directed to change specific words for greater impact or directed towards incorrect or omitted punctuation.

## Marking Principals agreed in EYFS/KS1 and KS2

## EYFS

- Teachers and TAs mark all focused activities before being returned to the children.
- All work is marked in green pen.
- There needs to be a piece of developmental marking for every piece of guided work, for English and Maths, for every child which will be developmentally appropriate. This takes the form of a star and a wish on the agreed proforma.
- All children will be given success criteria for their guided activities in the appropriate subjects.
- RICH time must be completed in purple pen.
- Date, learning objective and success criteria title must be underlined and a line left between each and the success criteria bullet pointed.
- The teacher highlights against the success criteria using green highlighter to indicate if the child has been successful in achieving the success criteria.
- In Reception and Nursery, one of the two faces are highlighted by the children to indicate if they met the L.O.
- Thumbs are used as AFL at end of carpet session for the children to self-assess their learning.
- When a guided activity is practical, a photograph needs to be evidenced in their book and marked according to the policy.
- 'Next steps stamp' used as and when next steps are appropriate and often will be given as verbal feedback as majority of children cannot read all comments. This will be marked with V as per policy.
- We follow the school marking code.
- Merit stamps will be used to identify good work

## KS1

- Teachers and TAs mark all work in **green pen** before being returned to the children.
- Every piece of writing has developmental marking in the form of 2 stars and a wish using the stamper. The stars in the child's work link with the success criteria areas you want the children to focus on. RICH time is completed where the children find

examples of the 2 stars and star them in green pencil crayon and then complete the wish (highlighted using pink highlighter by the teacher) using purple pen.

- Annotated marking must occur for every piece of writing e.g. annotations in the margins of all the positive points which are linked to the success criteria and learning objective
- RICH time (2 stars and a wish developments) made by the child must be responded to by the teacher to develop the learning story. The learning conversation is key to show the impact of your marking.
- In KS1, any other subject must have RICH marking at least every other week. However, teachers must not ignore work where developmental marking is required.
- All children are given a list of appropriate success criteria for every appropriate lesson and will highlight against the success criteria at the end of each lesson using the green highlighter. The teacher will tick if they agree that the child has met the success criteria.
- Date, learning objective and success criteria must be underlined and a line left between each and the success criteria bullet pointed.
- One of the three faces highlighted by the children to indicate if they think they have met the L.O.
- At the end of a piece of writing, children to highlight in green one word they think is mis-spelt. An attempt to improve the spelling of that word is to be written in purple pen at the end of that piece of writing.
- From Year 2, the teacher will also identify one further spelling mistake (underlined in pink) for children to correct independently, in purple pen.
- Staff underline HFW that the children have spelt incorrectly and the child writes the corrections three times (maximum of three words).
- Spelling patterns linked to Read Write Inc should be corrected, especially if the words/patterns are displayed.
- When a practical activity is carried out, a photograph needs to be evidenced in their book and marked according to the policy.
- Marking codes must be displayed on tables and on the wall in each classroom. The children must be made familiar with these codes.
- Thumbs are used as AFL at end of the lesson for the children to self-assess their learning.
- Work books are ticked and stamped and the marking code used immediately to

ensure immediate interventions are put in place.

- We follow the school marking code.
- Merit stamps will be used to identify good work

## Key Stage 2

- Teachers and TAs mark all work in **green pen** before being returned to the children.
- Every piece of writing has developmental marking in the form of RICH time.
- Annotated marking must occur for every piece of writing e.g. annotations in the margins of all the positive points which are linked to the success criteria and learning objective. However, teachers must not ignore work where developmentally marking is required.
- RICH time must occur for every piece of writing (like the wish in KS1 & EYFS) to challenge the children and move their learning on. It needs to be shown using a pink highlighter to indicate precisely *where* on the work improvement could be made.
- Using purple pen, the child must initial every piece of marked work when they have read, understood and responded accordingly.
- RICH time completed by the child must be responded to by the teacher to develop the learning story. The learning conversation is key to show the impact of your marking.
- 3 stars and a wish to be used in English and topic for peer assessment purposes as appropriate (not less than three times every half term). The peer assessment must be set out on the school proforma using 3 different coloured handwriting pens to indicate where each star is in the text. The wish must be highlighted in pink pen.
- All children are given a list of appropriate success criteria for every appropriate lesson and will highlight against the success criteria at the end of each lesson using the green highlighter. The teacher will tick if they agree the child has met the success criteria.
- At the end of a piece of writing, children to underline in purple pen, one word they think is mis-spelt. An attempt to improve the spelling of that word is to be written in purple pen at the end of that piece of writing.
- Staff underline key spellings that the children have spelt incorrectly and the child writes the corrections three times (maximum of three words).

- The teacher will also identify one further spelling mistake (underlined in pink) for children to correct independently, in purple pen.
- When a practical activity is carried out, a photograph needs to be evidenced in their book and marked according to the policy.
- When V is used from the marking code, children to write the points that were discussed in purple pen.
- Date, learning objective and success criteria title must be underlined and a line left between each and the success criteria bullet pointed.
- Marking codes must be displayed on tables and on the wall in each classroom. The children must be made familiar with these codes.
- We follow the school marking code.
- Work books are ticked and stamped and the marking code used immediately to ensure immediate interventions are put in place.
- Merit stamps will be used to identify good work

## Monitoring Implementation of the Marking and Feedback for Learning Policy

This policy will be monitored through:

- Regular scrutiny of pupils' work (to be carried out by subject Co-ordinators)
- Sampling books across subjects (to be carried out by Assessment Co-ordinator)
- Discussions with staff and pupils (to be carried out by Assessment Co-ordinator)
- Observations of lessons (to be carried out by Assessment Co-ordinator and Leadership team)

Signed:

*Sarah Isberg*

*Simon Day*

Sarah Isberg (headteacher)

Agreed by the Governing Body:

Mr Simon Day (Chair of Governors)

Date: July 2018

Review: July 2020

