

IVY LANE SCHOOL



MARKING & FEEDBACK POLICY

(IVY/POL042)

Review date	Date agreed	Next review
Dec 2014	Dec 2014	Term 5 15/16
Dec 2017	Jan 2018	Term 2 19/20

Ivy Lane School Marking and Feedback Policy

Introduction

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’”

Professor John Hattie (Influences on Student Learning)

The research of eminent educationalists such as Dylan William, Paul Black (Inside the Black Box), Shirley Clarke and John Hattie highlight the fact that formative assessment (assessment for learning) plays a fundamental role in ensuring pupils make good progress, therefore raising standards.

“standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards. We know of no other way of raising standards for which such a strong prima facie case can be made on the basis of evidence of such large learning gains”

Inside the Black Box (Dylan William and Paul Black)

General

- Teachers will mark in **green ink** to contrast with the colour of the pupil's recording (pencil or blue ink).
- KS1 & KS2 teachers to use the relevant **marking key** (Appendix 1).
- Whenever possible, learning will be marked with the pupil during lessons to allow discussion and encouragement.
- Comments will be clear, legible and in appropriate language and script, so that the pupil can understand and respond.
- **Verbal feedback** is a valuable tool and is recorded in books with a V (perhaps with annotated notes).
- Marked learning should be returned to each child as quickly as possible i.e. the next day or lesson.
- Teachers will endeavour to view all recording and may just initial to acknowledge it has been read or seen (see 'Styles of Marking').
- If an adult who is not the class teacher marks work they should initial all marking to indicate it was not marked by the class teacher.
- References to the school's presentation guidelines maybe made, but not dominate feedback and marking comments.
- Teachers should use 'delayed judgement' when writing feedback.

Core Subjects

- Maths, GPS and writing to have regular pieces of learning marked with frequent feedback and next steps set.
- Reading – children to receive verbal feedback regularly and written via Reading Records (see Reading Guidance)
- A green highlighter can be used to highlight successes within the learning.
- Incorrect spellings should be identified in books as per guidance below (see *spellings*).
- There is zero tolerance of number and letter formation mistakes and errors should always be identified in a pupil's book and then corrected by the child

- For **younger pupils** who are unable to read a teacher's comments, the learning should be marked and read back to the child with an adult.
- Teachers may shorten the amount of written marking for younger children by using visual symbols in order to highlight where the pupil has been successful and what the next steps are.
- For older pupils, children can be asked to outline their reasoning and thoughts (response to marking examples).

Self and Peer Feedback

- **Marking ladders** should be used from Year 2 at least once per unit in English and Maths. (see marking ladders section for ideas).
- **Response to marking** should be encouraged on a regular basis in English and Maths. Please see response to marking examples for ideas. The response from a child should involve an element of extending their learning rather than just an acknowledgement that they have read their feedback.
- **Peer assessment** is a valuable assessment and feedback tool and can support learning. Children must be taught and coached in being successful with this.
- Teachers should be conscious of checking the quality of peer and self-assessments made by children.
- Pupils should write their name below comments they have made in another pupil's book e.g after two stars and a wish.
- Use of visualisers or scanned pupil learning can be used to model, feedback and share good examples.
- For **foundation subjects** and **science** there should be evidence in books of teacher, peer and self-assessment.
- Teachers should use a range of strategies to feedback including openings of lessons, mini-plenaries and plenaries (inc. use of visualiser).

Spellings

Incorrect spelling should be identified in all writing.

- Spelling errors should be indicated in the margin with a Sp code (when appropriate) and the incorrect section of the word underlined.
- All common exception words (outlined in national curriculum) that children have learnt should be spelt correctly. All need to be corrected and copied out 5 times for practise if they have made a mistake. All children should be able to spell their name and class. Children in Y2- Y6 should also be able to spell Chippenham, Ivy Lane School, days of the week and months of the year.

All other words should be marked under the following guidelines:

- For ambitious words and vocabulary the teacher will mark with the correct spelling (underlining the section of the word, marking sp and writing the correct spelling in the margin).
- For words that are phonetically decodable the code sp and the section of the word that needs correcting is underlined for the child to investigate the correct spelling (checking in a dictionary where possible).

- For words where a spelling has been taught, the teacher will mark with an sp and a x3-5 showing how many times they would like the child to write out the given word.
- It is expected that the teacher will allow time as part of responding to marking for students to correct underlined spelling errors themselves. *Where possible it would be good for a discussion to have taken place about how the child will remember the spelling next time.*
- Staff should remain sensitively aware when correcting the writing of children with a specific learning need (it is recommended that no more than 5 spellings are corrected on any one piece of work - except for High Frequency words previously learned).

Styles of Marking

All learning not marked in depth should be acknowledged by the teacher. We have developed an agreed strategy that enables teachers to mark selected work more quickly, and alleviate the build-up of marking pressure. Children will be informed of the style of marking prior to tasks being set. These include:

- *Tick marking the Learning objective(s) or success criteria*
- *Only marking to the lesson objective*
- *Mark until first 5 mistakes*
- *Mark first / third paragraph only etc or alternate answers*
- *Highlight the best sentence and signal one for improvement*
- *Initial to show the pupil recording has been read or seen*

Involving Parents

Teachers should take appropriate opportunities to explain the thinking behind the whole school approach to marking and feedback. Information will be disseminated to parents at parents evenings, induction and open evenings. A copy of the marking key is available on request.

Monitoring and Evaluation

Senior Leaders and Subject Leaders will monitor the feedback and marking in classes and provide appropriate feedback to relevant staff.

CONCLUSION

Marking and feedback should be a process which supports both teaching and learning. To support progress, pupils should have a clear understanding of the success criteria, marking and feedback style and how it supports their learning.

This policy should be read in conjunction with:

Teaching and Learning (IVY/POL/041)

Reading Guidance

Assessment Policy (IVY/POL/048)

Marking Code (Appendix 1)

Presentation Guidelines (IVY/POL/053)

Reviewed by:

Chris Cannings

December 2017

Signed:

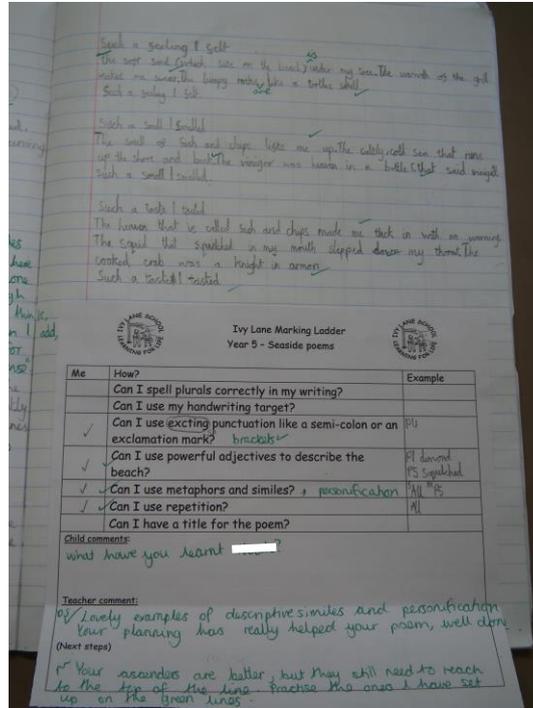
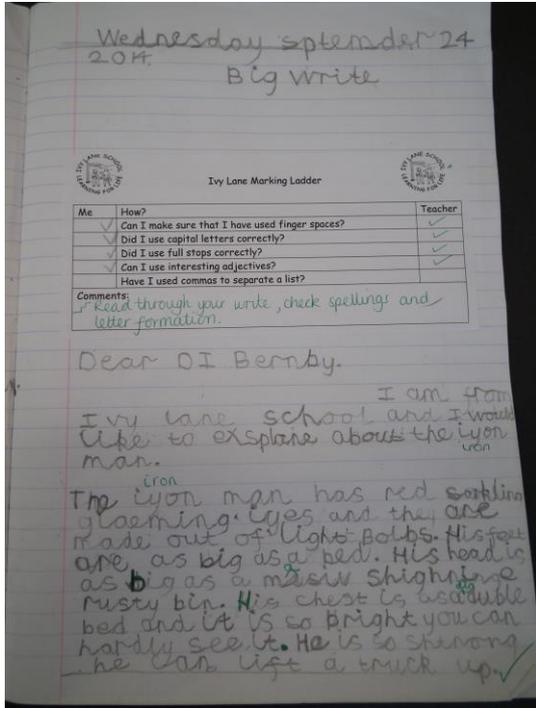
Chair of Governors

Date:

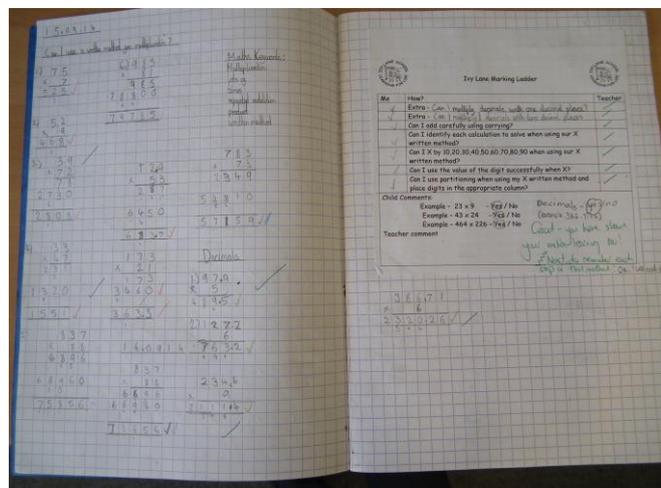
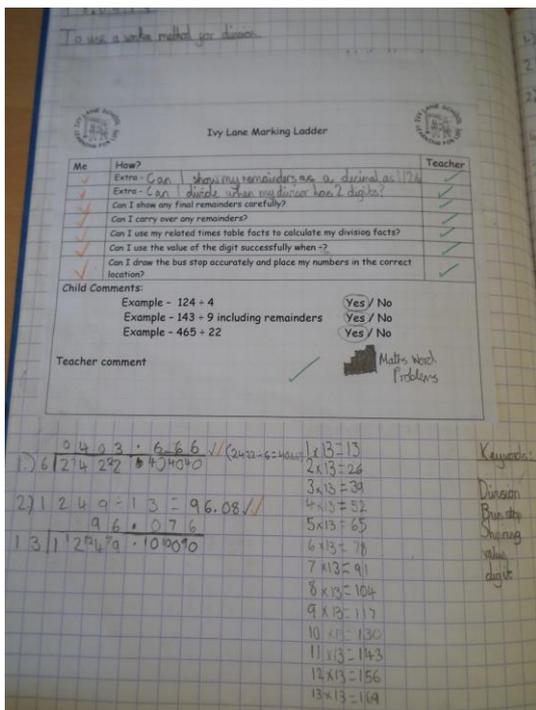
Appendix

English marking ladders

Our marking ladders encourage the pupils to make a self-assessment as well as showing a clear success criteria for teachers to use in their feedback.



Maths marking ladders



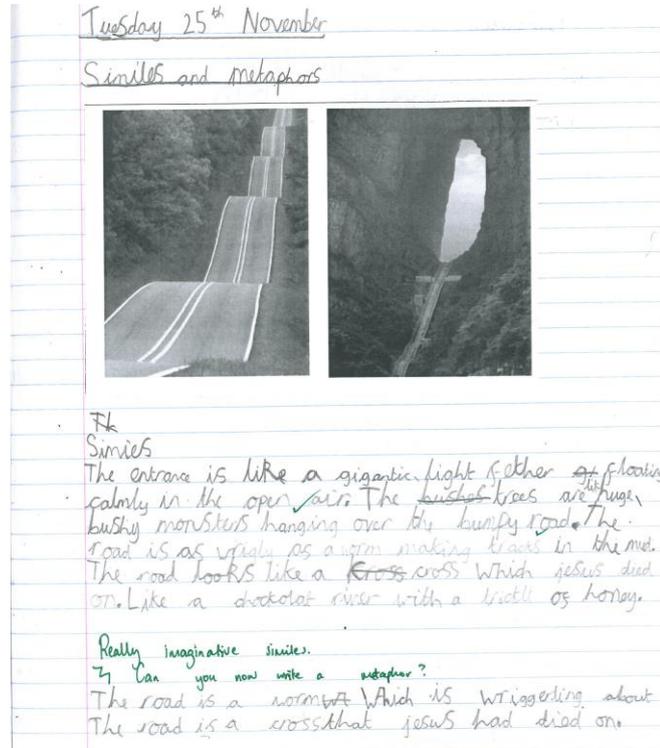
Response to marking examples

At Ivy Lane we encourage all pupils from Year 1 to respond to marking from the teacher. This helps to ensure children are engaged in the feedback that their teacher gives them.

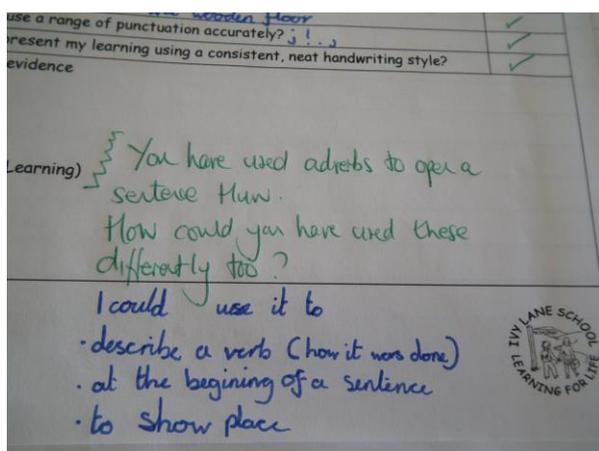
Year 1 response to marking



Year 3 response to marking



Year 6 Response to marking



In maths older children can be encouraged to respond to marking by outlining their thinking around solving a particular maths problem.

Sp

SPELLING MISTAKE

25 - 20 = x Find and correct the error or underlined> (key word) for you to practise.

36, 35, 34, 33, 32, 31, 30, 29, 28, 27, 26, 25,

$$\begin{array}{r} 31 - \\ \underline{13} \\ 18 \end{array}$$

13 18

"If I add these numbers to 13 I'll get a square number..." 3, 12, 23, 36, 51.

$$\begin{array}{r} 64 - \\ \underline{13} \\ 51 \end{array}$$

$$17 + 14 = 31$$

$$\begin{array}{r} 17 \\ + 8 \\ + 19 \\ + 32 \\ + 47 \\ + 64 \\ + 83 \end{array}$$

$$\begin{array}{r} 87 \\ \underline{17} \\ 64 \end{array}$$

$$\begin{array}{r} 84 \\ \underline{17} \\ 47 \end{array}$$

$$\begin{array}{r} 49 \\ \underline{17} \\ 22 \end{array}$$

$$\begin{array}{r} 36 \\ \underline{17} \\ 19 \end{array}$$

31 is special because it is 5 too little and 6 too big.

18 and 13 won't work, because the separate lists don't have a number which is not the same.

Learning questions can also be set to encourage further responses and challenges in learning. When marking, a follow up question can be linked to the skills children have been learning.

It is important to make time for pupils to respond. Early morning activities, starts of lesson and plenaries can be ideal times to encourage response to marking.

MISSING WORD

A word or group of words (phrase) is missing. Read this part and insert words.

DOES THIS MAKE SENSE?

This sentence or section does not make sense. Read it through and make improvements.

CHANGE WORD

This word needs to be replaced with a different or better word!

PUNCTUATION

Punctuation is missing or wrong. Find the error and make it right!

NEW PARAGRAPH

A new paragraph is needed.

VERBAL FEEDBACK

An adult has talked about this work with you.

SUPPORT

You have had help with piece of learning.