



Clee Hill Community Academy

Marking and Feedback Policy

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Review cycle	Every 3 years
Date approved	May 2021
Next review date	May 2024

Responding to Children's work: a guidance for Best Practice

Introduction

The aim of this guidance is to ensure that all children have their work responded to in a way which improves their learning and achievement whilst developing their self-confidence. It relies upon us being a 'Growth Mindset' School which sees mistakes as a positive, showing areas to build upon their learning.



Principles and Ethos

Our marking policy is based on the Educational Endowment Foundation report, 'A marked Improvement'. The studies and feedback reviewed in the Teaching and Learning toolkit (EEF, Sutton Trust & Durham University) found that on average the provision of high quality feedback led to an improvement of an additional eight months progress over the course of a year - showing the importance of effective feedback.

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving progress. Responses are more useful if they are given as soon as possible. They can be written or oral and should be regular and frequent.

Marking at Clee Hill Community Academy should be:

- ✓ Meaningful
- ✓ Motivating
- ✓ Manageable

Marking in Practice

Teachers write in black pen.

Highlighting

Using our 'Pink for Think' and 'Green for Growth' marking, both staff and children are able to consider strengths in their work and areas which need to be improved or corrected. Although pink highlighting may be used to identify mistakes (something a student can do, and normally does correctly but not on this occasion), feedback should focus, where possible, on correcting errors (when a child has not mastered a concept or has a misunderstanding) in order to 'move a child's learning forward. Highlighters are used to indicate pinks and greens.

Using pink and green marking, comments may be limited and purely highlight strengths and areas to develop. To reduce teacher's workload, only short words or phrases are used.

Adjectives

Powerful verbs

This is sufficient information to say, "Well done. You have used a range of interesting and appropriate adjectives in your writing. Now go back and review the verb choices underlined in pink and improve them".

In line with our Growth Mindset philosophy, pink highlighting should be seen as a positive way to improve writing. Pupils are encouraged to see mistakes as part of the learning process.

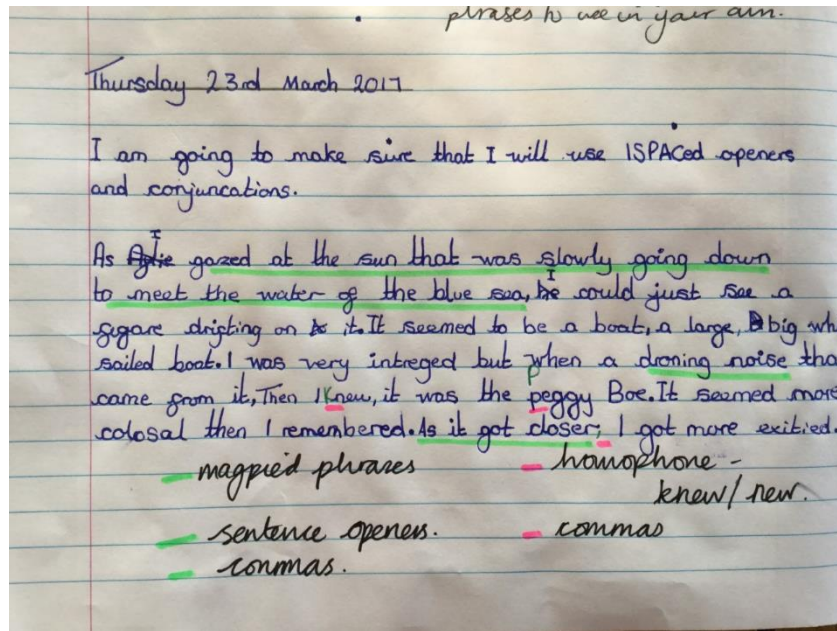


Comments

Written feedback may help to clarify strengths and areas of development or encourage pupils to become more reflective about their work. It should be constructive and specific.

Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do questions 4 again.	Can you see a pattern in your previous answers that will help you answer Q4?
Good work	What do you think is your next step?

28 is the wrong answer - try again	28 is the wrong answer - Why?
Can you make it scarier?	Improve the highlighted verbs to add more suspense
You have made some silly mistakes...concentrate.	Practise these calculations using the expanded method.
Well done.	Convince me if this works with all numbers.

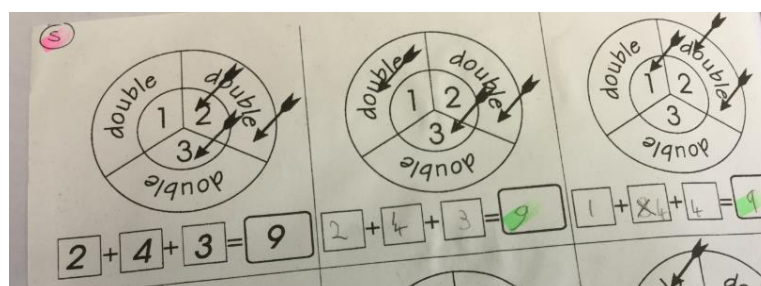


If a child requires more detailed verbal feedback, or has a great deal wrong, then a simple comment should address this i.e. 'We will work on this tomorrow'. These errors should be picked up on quickly and misconceptions should be addressed in order to prevent a child from 'falling behind'. This may be in the form of support, an intervention or pre-learning for a lesson.

Detailed comments

Some marking may include detailed comments if this is useful for assessment purposes, i.e. "Great use of a number line to add 2 digit numbers." A simple coding- S- support/ I - independent- may also be used for assessment purposes.

We completed some of these together as a group. Elena understood the concept of x and = on a number line but needed some support understanding how she could use her knowledge of times tables facts.



Group marking

At times, it may be appropriate to evaluate a group of children and target next steps. Pink and Green boxes will show what MOST children have as strengths and areas to develop which allows for opportunities for marking to feed directly into planning.

Occasionally, whole class feedback sheets will be used.

Date: 29.5.18		Subject: English-writing a balanced argument	
NEXT STEPS IN LEARNING: → All children need further input on how to structure paragraphs within a balanced argument → Look at paragraph structure game in groups tomorrow. → use input to introduce some more arguments to add to writing → Model including a statistic in introduction.		MISCONCEPTIONS/ERRORS: Not using a dictionary independently for editing- focus for next week	
		GOOD EXAMPLES/FURTHER CHALLENGE: Inakeshi- excellent subject knowledge Jaize L-D- unusual and well thought out arguments	
PRESENTATION ISSUES: Toby-re-do at play time		NEED FURTHER SUPPORT (Same Day Intervention): Rebekah- not included any facts in argument- go through and include. Theo and Sky- unclear about structure of opening paragraph- read through using the class SC to see what is missing. Brittany- missing punctuation-read aloud with editing pen.	

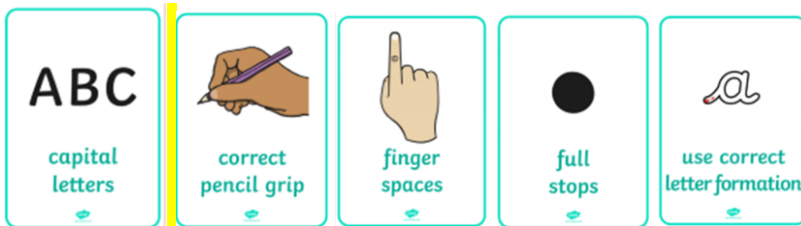
These are not shared with children. If whole class feedback is used, a short activity will be planned the next day to pick up on general misconceptions. Whole class feedback sheets will inform future planning and interventions. If whole class feedback sheets are used, work will be ticked and initialled to show that it has been seen.

Live Marking

"Marking that takes place after the lesson is not nearly as effective as marking and feedback in the lesson." Teachers live mark where ever possible to provide immediate feedback to children.

Visual targets

In some cases, visual targets are used to indicate next steps



Pupil should have a clear understanding of how they can improve their work.

Workload considerations

"It is likely to be more time consuming to pose questions or provide hints to correct errors. However, some of this time may be offset by the time saved not correcting mistakes. Using coded feedback is likely to save time." Educational Endowment Foundation, A Marked Improvement.

Expectations, Presentation and Standards

Teachers need to be explicit about standards of expectations, which must be modelled clearly during the whole class teaching. This includes:

- quality and quantity of writing tasks
- presentation

Teachers should insist that all pupils:

- underline dates and titles with a ruler
- use a ruler to draw straight lines and margins
- copy dates and titles correctly
- start sentences next to the margin
- use individual squares to write numbers
- glue work in neatly
- take care to produce neat handwriting.

All teachers must take care with their own handwriting and spelling - we are role models for pupil presentation and standards

Children are encouraged not to use rubbers in work for corrections. They use one neat line to cross through mistakes.

Spelling

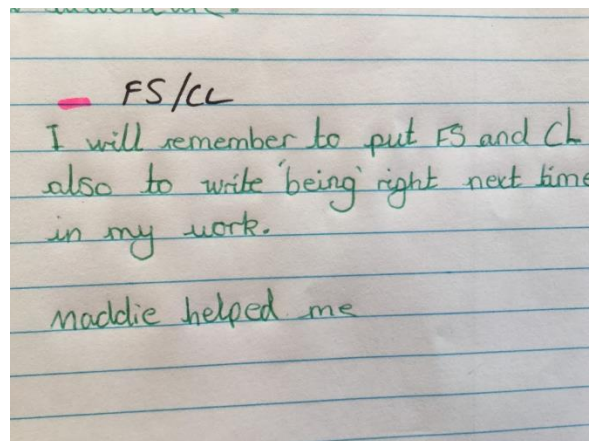
Spelling must be addressed at an age and stage appropriate in all written pieces. Marking of spellings should initially focus on key word spellings or words which follow specific patterns (like -ed endings).

An incorrect spelling is highlighted in yellow highlighter. Children correct the spelling using a dictionary or their have-a-go spelling books. Children write the correct spelling above the word in green pen. Occasionally, key word spellings will be written at the bottom of the page for children to practise three times. Spellings that are incorrect are recorded at the back of the English book for children to practise.

Marking of spelling should help pupils to understand how to spell words using spelling strategies in line with the teaching of spelling.

Response Marking

Children should feel engaged and motivated by the marking process. Children respond to improvements using green pens. Children must be provided with quality time for this and responses to marking should be checked. This can be during the lesson or afterwards. Sometimes children's responses to marking is not good enough. Teachers should address this as often as possible and model. Feedback should be specific and actionable.



Peer Marking

In KS1, peer marking is a verbal process which is modelled by the class teachers. In KS2, peer marking is completed using pink and green highlighters or pencil crayons. If children mark another child's work, they sign their name.

Self-assessment

Children use pink and green pencil crayons or highlighters to self-assess their work.