Cartmel CE Primary School

QUALITY MARKING and FEEDBACK Policy:
Focusing on success and improvement

2018/2020

The Governing Body adopted this policy on: 8.3.18

Approved by: D. Milner

Review date: March 2020

Mission Statement

'Mighty Oaks from Little Acorns Grow'
We will do our best, be happy and honest, show respect and be friendly.
At Cartmel we create a happy caring environment based on Christian Values, where we value every child and encourage them to strive for their highest standards of achievement. We ensure that our young people go into the world as confident, independent, responsible citizens with a love for learning.

Our Mission Statement pays homage to our conviction that there is something potentially wonderful in every individual.

<u>Purpose</u>

- ➢ To acknowledge and praise effort and attainment
- ➢ To provide constructive feedback
- ➢ To give suggestions for improving learning
- ➢ To correct mistakes and offer encouragement
- ➢ To assess children's learning against stated learning questions
- ➢ To set next step targets
- ➢ To encourage pupils to become reflective and evaluative learners

All adults should regularly and explicitly ask individuals and small groups of pupils about their learning; learning in this lesson, how this learning fits into medium and longer term learning, and their next stage of learning. We should strive to build a reflective and evaluative culture where mistakes are accepted, improvements are

seen as positive steps to success, and achievements are celebrated. This policy guides us through this process and provides clear and consistent structures to support pupils and adults alike.

General Guidance

- Learning Objectives will, where possible, be framed as a question, e.g. 'How can I measure area?' and be referred to as our *Learning Question*. This facilitates and instigates learning conversations which evaluate learning with the children.

- All children's work will be seen and acknowledged by teachers and/or teaching assistants as soon as possible following the agreed marking code (see Appendix 1) *Note: not all work requires written comment.*

- Marking and re-drafting/proofreading code sheets should be displayed in each classroom and understood by the children.

- Learning Question /Success Criteria marking grids/ladders may be used for self, peer and teaching assessment. (Where appropriate, children should be involved in writing the success criteria.)

- Comments, whether verbal or written, should relate to the LQ/SC of the task or target. Task expectations must be made clear to the child before commencing.

- Comments should be positive, give suggestions on ways the child can improve and/or aim for the 'next step' target.

- Not all spelling, punctuation and grammar errors are marked in every piece of work but will be noted as a future teaching point. On occasions these errors may be underlined by either the teacher, teaching assistant or child and the correction written in the margin.

- Marking should be carried out using the colours agreed by school. (School provide marking pens.)

- Green pens for marking. Purple pens for childrens' self & peer marking.

- Response partners should be used to allow children to comment on one another's work. Guidelines should be given to children before commencing.

- With young children in Foundation Stage and Key Stage 1 constant and immediate verbal feedback should be the primary way of delivering improvement prompts throughout the lesson. This may include praise, questioning, reminder prompts, etc.

- Feedback for pupils with Special Educational Needs will be appropriate to their individual needs.

- The agreed symbols will be used consistently across the school when marking - see appendices for codes.

Self/peer assessment and Response Partners

Children need to evaluate their own and others' work to identify progress and help the teacher to provide future work. Pupils can, when appropriate, mark with purple pen work where the objective has been met and success criteria are shown.

☝ Thumbs up/down/sideways
☺ I understood the learning objective
😐 I need more practice
☹ I don't understand the learning objective

This can be achieved by using a code to allow children to indicate how they felt about their work. For example:- Teachers/teaching assistants will acknowledge children's self/peer assessment by placing a tick next to the child's symbol/highlighted objective if they agree or ? If they feel the child has not accurately gauged their own /peer's achievement and understanding.

Process Success Criteria can also be used to provide a structure with clear marking feedback.

LQ → Can I write sentences?	
Success Criteria:	(T marking & comments)
☐ Capital letter to begin a sentence	☐
☐ Words in space	☐
☐ Sentence makes sense	☐
☐ Ends with a full stop	☐

Pupils / Peers assess first, then teachers mark and provide relevant comments for improvement/next steps.

Self and Peer Editing

Children will edit their work following the re-drafting and proofreading code (see Appendix 2 and 3 for 'Action Codes').

Improvement marking

Improvement marking, whether verbal or written should be used **across all curriculum subjects**.

Marking should begin with a focus on the successes against the learning question then provide improvement prompts or next step targets. This may be given as a 'challenge question', especially in mathematics.

Children must be given time to respond to the improvement marking as soon as possible after it is given.

When improvement marking, teachers/teaching assistants will:

- Read the entire piece of work.
- Use pink to highlight some examples of where the child has achieved the learning question.
- Use green next to an aspect of the work which could be improved.
- Provide a focused comment, verbal or written, which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

There are three types of improvement prompts:

- ➢ Reminder (reminding the child of the learning question)
- ➢ Scaffold (providing examples of what they need to do)
- ➢ Example (giving exact sentences, words or phrases to copy)

Examples of literacy improvement prompts:

Reminder: *How would David be feeling after Sam had run away?*

Scaffolded: *What was the monster doing? 'The monster was so angry that he ….'*

Example: *Choose one of the following to make your work even better or try and think of your own sentence.*

     'James was a kind, likeable boy with a great sense of humour'

     'James was easily bored and liked lots of attention'

Examples of numeracy improvement prompts:

Reminder: *Say more about……..*
     Explain why you think this is……..

Scaffolded: *question – Can you explain why?*

directive - Please check answers by……..
Unfinished sentence – The numbers in the sequence are …….

Example: *Choose which of these is correct…*

<u>The Big Write</u>
This should be 'quality marked' on a rotational basis throughout the term, using 'Tickled Pink and Green for Growth'. Staff will use a traffic light stamp, giving two pink (positive) comments and one green comment (improvement suggestion).
Ros Wilson marking ladders will be used to assist in assessing children's work.
'Tickled Pink and Green for Growth' may also be used to mark work in other subjects and orally as a peer-marking tool.

Author/Owner	Date Written / Revised	Approved by Governors on:	Date of next review:
Staff	January 2016	January 2016	June 2017

Appendix One – Foundation Stage Marking Codes

Appendix Two – Key Stage One Marking and Action Codes

Appendix Three – Key Stage Two Marking and Editing / Action Codes

Foundation Stage Marking Code

√   this is good

good work

Key Stage 1 Marking Code

Action Code

✓   This is correct, a good point

.   Incorrect

sp   Learn this spelling

VF   Verbal Feedback

NS Next Step Target

T   Target met

I   **Independent work**
      (Only use if normally supported)

S   **Supported work**

★   **Praise/Sticker Award**

Key Stage 2 Marking Code

Action Code

X	Answer incorrect
✓	Correct - a good point
?	Check this
O	Check for punctuation
ʌ	Insert a missing word
sp	Spelling needs correction
NL	New line needed
NP	New paragraph needed

VF	Verbal Feedback
NS	Next Step Target
T	Target met
I	Independent work (Only use if normally supported)
S	Supported work
★	Sticker/Praise Award

Cartmel C of E Primary School