

# Hamsey Green Primary School

## Effective Marking and Feedback Policy



Hamsey Green  
Primary School

Policy Reviewed: September 2017

## **Introduction**

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of effective marking and feedback at Hamsey Green Primary School.

Please read this policy in conjunction with our other policies:

- Learning and Teaching
- SEN and Inclusion

## **Rationale**

Hamsey Green Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Hamsey Green Primary School. The 'Effective Marking' model, states: 'Imagine what a difference it would make if all children knew what they were good at and knew what they needed to do to improve'.

At Hamsey Green Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the English and Maths marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression.

## **Principles of Effective Marking**

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular, at least every third piece of work marked in detail and every piece seen and acknowledged
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and support staff across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See English and Mathematics) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

## **Procedures**

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Use tickled pink praise comments and green for growth development question/quality feedback comments throughout KS1 and KS2. E.g. Pink ticks or highlights indicates where a child has been successful in their work in

- meeting the success criteria, whereas green marks or highlights indicates that improvements need to be made.
- Mark according to the success criteria - 3 stars (where possible) and a development question. The star signs should be in pink and a large question mark written in green in front of the green for growth development question/quality feedback comment.
  - Link marking to targets: individual Special Educational Needs and Disabilities – (SEND), personalized, groups, layered targets, etc. as appropriate.
  - Acknowledge verbal comments and praise with the appropriate symbol from the code.
  - Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
  - Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
  - Differentiate marking according to children's needs, e.g. EAL, SEND, etc.
  - Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
  - Provide time for the child to respond to all written prompts, thus enabling them to 'close/ bridge the gap' and improve their work further.
  - Use stickers and stamps as necessary.

## **Effective Marking and Feedback Strategies**

The following strategies can be used to mark, assess and provide feedback.

### **1. Verbal Feedback**

This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

## 2. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate.

Example for older children:

<b>Success Criteria Checklist</b>	
Learning Objective: To practice writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main points and demand compensation	

## 3. Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different coloured pencil, which is then initialed.

## 4. Green for Growth Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When marking, staff may see a piece of work that requires clarification or is a

good opportunity to extend that child's learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria.

A focused comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Useful "Closing the Gap" comments are:

- *A reminder prompt – e.g. "What else could you say here?"*
- *A scaffolded prompt- e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".*
- *An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"*

## **5. Green for Growth Questions**

Adults should ask children to respond to questions about their learning: for example, 'Which character do you like most? Why?' Adults must write in green and the child must respond in a coloured pencil. Where possible, the adult should follow-up on the child's written response. This dialogue should be ongoing and purposeful.

KS1 will attempt these types of questions on a weekly basis as a minimum.

**'If a question is worth writing for a child, it is worth making sure every child is able to respond.'**

## **6. Tickled Pink**

Teachers will underline, in pink or tick, where a child has met part of the success criteria. Praise can be given via a sticker, smiley face and verbally. This will also help to reduce teacher workload, but still identifies where a child has been successful.

## **7. Target Comments**

Target cards are updated regularly for English and Mathematics.

Occasionally, a teacher may make a comment or reference where a child has met a target specifically against pieces of work.

## **8. Peer Assessment Comments**

These must be introduced when the teacher has consistently modelled good marking for the children. They can then learn to appraise one another's work, which is very powerful. For example, 'Has your partner used any imaginative vocabulary? Write the best words here'.

## 9. Self-Assessment

Children can be encouraged to self-assess effectively against specific success criteria. Provide children with lists of aspects to consider, which teacher and child can tick.

## Marking Requirements

To ensure that effective marking is frequent and implemented consistently across the school, the **minimum** requirements for marking are outlined below.

Subjects	Minimum Requirement Each Week
English (5 sessions)	<ul style="list-style-type: none"><li>- 3 Green for Growth Questions/Quality</li><li>- Tickled pink underlined or referenced on every piece of work</li><li>- 1 Self-Assessment/1 Peer Assessment</li><li>- Target comments whenever needed</li><li>- KS1 Green for Growth Questions once per week</li></ul>
Mathematics (5 sessions)	<ul style="list-style-type: none"><li>- 3 Green for Growth Questions/Quality Feedback Comments</li><li>- Tickled pink underlined or referenced on every piece of work</li><li>- 1 Self-Assessment/1 Peer Assessment</li><li>- Target comments whenever needed</li><li>- KS1 Green for Growth Questions once per week</li></ul>
Science and Foundation Subjects	Alternate weekly between: <ul style="list-style-type: none"><li>- 1 Green for Growth Questions/Quality Feedback Comments</li><li>- 1 Tickled Pink Praise Comments</li><li>- 1 Self-Assessment/1 Peer Assessment</li><li>- Target comments whenever needed</li></ul>

## **Responses to children's work in the Foundation Stage**

Adults in the Foundation Stage should:

- Use positive reinforcements verbally for all aspects of children's development.
- Give stickers and stamps as a reward for good effort in all activities.
- Provide adult feedback at the immediate point when possible.
- Write comments to aid teacher assessment and read comments to children, where appropriate.
- Next steps must be evident in learning journey observations.

**Our Agreement**  
**on**  
**Marking Partnerships**

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things we see in their work.
- Listen to our partners advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear as possible.
- Try to make our suggestions positive.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.