

Danygraig Primary School

Ysgol Gynradd Danygraig



Effective Marking & Feedback Policy

Introduction

A Marking and Feedback Policy sets the context for how teachers respond to pupils' learning. This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

How pupils' work is received and marked, and the nature of feedback given to them, will have a direct bearing on learning attitudes and future achievements.

We believe that feedback and marking should provide constructive feedback to every pupil, focusing on success and improvement needs against success criteria in literacy and numeracy ; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. In order to achieve this, the feedback is age related.

"The most powerful single moderator that enhances achievements is feedback". John Hattie, 1999

Aims

- To recognise, encourage and reward pupils' effort and achievement and celebrate success.
- To involve pupils in the learning process.
- To provide a dialogue between teacher and pupil which enables appropriate feedback about the strengths and weaknesses of the pupils' work.
- To indicate how a piece of work could be improved against success criteria.
- To set future targets by identifying the next steps in learning.
- To improve a pupil's ability to review their own work.
- To help report the pupil's progress to parents.
- To inform curriculum planning.
- To ensure a consistent approach to feedback / feedforward by all staff.

Principles

Effective feedback should:

- Relate to the learning objective and/or success criteria.
- Be positive and constructive.
- Involve the pupils at some level.
- Provide opportunities for the learner to improve on their work (often during the lesson).
- Impact on future teaching and learning.

- Differentiate according to the learning needs of individual pupils.
- Be developmental across the age range.
- Avoid explicit ability.

Verbal and Written Feedback

Feedback can be oral (verbal feedback / VF) or written, according to the ability / task and age of the pupil. Therefore the summary of strategies clearly sets out the different strategies to be used in Foundation Phase and Key Stage 2 in order to be age appropriate. It needs planned time for pupils to respond or make an improvement, but is most powerful when included in the fabric of the lesson.

Self Marking

For closed activities pupils should self-mark wherever possible. This can also be used to teach particular points at the same time. For example, give 5 questions instead of 10. At the end of the activity spend 10 minutes marking with the pupils, whilst discussing strategies used/not used. In order that this is apparent, children should use the 'Purple Pen of Progress' to mark from the original work.

Self and Peer Assessment

Children can mark their own work, or their partners, against success criteria and on occasions can be involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways as follows:

- Find one word you are really proud of and underline it. Tell the person next to you.
 - Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
 - You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
 - You have 5 minutes to note down one thing you could do to improve this piece of work next time.
- We will encourage pupils where possible to self-assess their work. This can be by showing traffic lights using cards or through thumbs up.
- During self –assessment, children will often write their own 'Two Stars and a Wish' relating back to the LO or agreed success criteria. This will be written using the 'Purple Pen of Progress'
 - During peer-assessment, children will often write on the work of their peers. Offering praise and a constructive next step in the form of 'Two Stars and a Wish'. This will be written using the 'Purple Pen of Progress'.

Response Time

Written feedback should be accessible to pupils, in order for them to respond and improve upon their work. Time should be given for pupils to read the feedback, and then make focused improvement

based on the teacher's comments. The teacher needs to make time available for this to happen. In addition, the teacher must ensure that he/she circulates around the children during the main activity: offering verbal feedback where appropriate (indicated with a VF); writing constructive commands / questions that allow the children to move their learning forward

Key principles and guidance for marking

Marking is only of value if comments are read and responded to.

Marking must be manageable and not all pieces can be quality marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language. Comments should model the handwriting policy. The teacher should ensure that time is given throughout the week to allow children to respond to written comments thoughtfully. The children will need to be taught how to respond appropriately to feedback given subject to their age and ability.

APPENDIX 1
SUMMARY OF STRATEGIES

STRATEGY	PURPOSE	CLASSROOM PRACTICE
1. Share the learning objective	To inform pupils of the purpose and focus of their learning.	<ul style="list-style-type: none"> • LO written on class board • Displayed in classroom • Verbally shared during the lesson • Children may use the 'Purple Pen of Progress' to tick off aspects of the learning objective that they have achieved.
2. Make content of the learning objective clear	To enable pupils to make sense and understand what they are learning.	<ul style="list-style-type: none"> • Always converted to "pupil speak" • Key vocabulary defined • Learning intention broken down to make it clear and focused.
3. Create success criteria	<p>Pupils know what to do to complete the activity and achieve the learning intention.</p> <p>Pupils know the criteria that the teachers use to evaluate their work.</p>	<ul style="list-style-type: none"> • Ask pupils "What will you need to do?"/"What I am Looking for' displayed under the heading: 'Success Criteria' or abbreviated to 'SC'. • Agree success criteria with pupils. • Break down the activity into chronological steps. • Visually display for the pupils to refer to throughout the lesson. • Encourage pupils to refer back to the SC throughout the lesson and during the plenary.

<p>4. Mark against success criteria</p>	<p>To enable teachers to accurately match their marking to what has been learnt by the pupils.</p> <p>Pupils are clear about what they have learnt and how they can develop further in this area.</p>	<ul style="list-style-type: none"> • Highlight these aspects of work which successfully meet the success criteria
<p>5. “Closing the gap”: Command / question</p>	<p>To provide opportunities for learners to improve on their work</p>	<ul style="list-style-type: none"> • Identify how the work could be improved • Indicate with comments and directions where some improvement can be made • Feedback, comments and marking symbols will also be used to indicate any spelling, punctuation or grammar (SPaG) mistakes in the children’s writing • Write a command or question which should be a prompt to help the pupil make an improvement to their work. • Commands are never written using the phrase ‘<i>next time ...</i>’ as children should be able to act upon this feedback during the lesson or at the beginning of the next lesson. • Questions are never written beginning with the phrase ‘<i>Can you ...</i>’ as this does not encourage a thoughtful response from the children.
<p>(a) Reminder prompt</p>	<p>To remind pupils of what needs to be improved. (This strategy is most suitable for more able pupils, as the majority need more support)</p>	<ul style="list-style-type: none"> • Written comment e.g. “<i>say more about how this person looks</i>”

(b) Scaffolding prompt	To provide structured support which is very specific about what area the pupil needs to improve	<ul style="list-style-type: none"> • Written comment in the form of a question, command or unfinished sentence e.g. <i>“What qualities does this person have which makes him/her a good friend?”</i> or <i>“he showed me he was a good friend when ...”</i> or • <i>“describe something that happened which showed you this person was a good friend”</i>
(c) Example prompt	To provide a prompt which gives the pupil a choice of actual words or phrases (most suitable for below average or younger pupils)	<ul style="list-style-type: none"> • Written or verbal suggestions from which the pupil can choose, or write their own e.g. <i>“he is a good friend because he never says unkind things about me”</i> or • <i>“my friend is good because he always plays with me”</i>

**APPENDIX 2
MARKING**



STRATEGY	PURPOSE	CLASSROOM PRACTICE	MARKING
Share the learning objective	To inform pupils of the purpose and focus of their learning.	<ul style="list-style-type: none"> • Written on class board • Displayed in classroom • Verbally shared at beginning of lesson 	Double tick LO if learning objective has been achieved. Highlights success - use of the star symbol before any congratulatory comment made. Use either / or: <ul style="list-style-type: none"> • A command beginning with an imperative verb (See appendix 5 that encourages the pupil to make additional progress or consolidate their learning.
Make content of the learning objective clear	To enable pupils to make sense and understand what they are learning.	<ul style="list-style-type: none"> • Always converted to “pupil speak” • Key vocabulary defined • Learning intention broken down to make it clear and focused • Children to tick specific vocabulary within the learning objective that they feel has been achieved or understood 	Pose a question or give a command (as above)

		using the Purple Pen of Progress (PPP)	
Create success criteria	<p>Pupils know what to do to complete the activity and achieve the learning intention.</p> <p>Pupils know the criteria that the teachers use to evaluate their work.</p>	<ul style="list-style-type: none"> • Ask pupils ‘What will you need to do?’ • Agree success criteria with pupils • Break down the activity into chronological steps • Visually display for the pupils to refer to throughout the lesson under the heading ‘SC’ 	<p>Highlight success – use a congratulatory comment which is linked to the SC (Use the star symbol)</p> <p>Provides a ‘closing the gap’ question and / or command to help children make improvements or further their learning These can occur in different ways</p>
Mark against success criteria	<p>To enable teachers to accurately match their marking to what has been learnt by the pupils.</p> <p>Pupils are clear about what they have learnt and how they can develop further in this area.</p>	<ul style="list-style-type: none"> • Tick these aspects of work which successfully meet the success criteria 	<p>All marking will be positive, informative and constructive and comments must relate to the LO and the SC.</p>

4. "Communicating next steps"	To provide opportunities for learners to improve on their work and to remind teachers when marking of the next piece of work.	<ul style="list-style-type: none"> • Identify how the work could be improved • Indicate with an asterisk where some improvement can be made • Write a comment which should be a prompt to help the pupil make an improvement to their work. • Pupils to switch to using the 'PPP' if a significant intervention has taken place. • Pupils use the PPP to correct any SPaG errors. 	<p>Tick – this shows it is correct. Write a command / question (See appendix 5). All commands are identified using the wish symbol. Verbal Feedback (VF) Underlined or circled SPaG errors.</p>
5. Scaffolding prompt and communicate together	To provide structured support which is very specific about what area the pupil needs to improve or verbal feedback (VF)	<ul style="list-style-type: none"> • Written comment in the form of a question, directive or unfinished sentence 	

APPENDIX 3: Marking Code

In Phases 1 and 2, children generally write in pencil. Children begin to use pen, when they are ready, in Year 2.

Mark	What do the marks on our work mean?
	Well done! A green tick means your work is correct.
5 + 5 = 11 10 mitsake mistake	Work highlighted in yellow means your work is incorrect or needs editing or improving. This includes spelling, punctuation and grammar. You can correct and improve your work with a purple pen .
I	You completed your work I ndependently, on your own.
WS	You completed your work W ith S upport, from a teacher.
VF	A teacher gave you V erbal F eedback, or talked to you about your work.
	Well done! You have achieved the LO (Lesson Objective).
//	You should have started a new paragraph.
WWW	W hat W ent W ell....You have done this very well.
EBI	E ven B etter I fYou need to read the comment and make changes to your work to improve it using a purple pen or pencil.
?	You need to read your teacher's question and write a reply after it with a purple pen or purple pencil .

WWW
EBI

Peer and self-assessment, when you mark your own or your friend's work, is done using a **purple pen** or **purple pencil**.

In Phase 3, children generally write in black ink. Children use a 'Purple Pen of Progress' when editing and improving their work from Year 1 to Year 6.

Teachers and Teaching Assistants use a **green** pen or a **yellow highlighter** to mark children's work.

APPENDIX 4: Welsh Marking

Welsh Marking Comments

Foundation Phase

Bendigedig	Fantastic
Ardderchog	Excellent
Da iawn	Very good
Da	Good
Daliwch Ati	Keep at it
Ymdrech dda	Good effort
Gwaith taclus	Neat Work

Key Stage 2 Marking Comments

Bendigedig	Fantastic
Gwych	Brilliant
Ardderchog	Excellent
Da iawn	Very good
Da	Good
Ymdrech dda	Good effort
Gwaith taclus	Neat work
Yn gwella	Improving
Dyna welliant	Better

APPENDIX 5: Marking Help Sheet

Helpful Starters for Teacher's Comments to encourage Pupil Feedback and Pupil / Teacher Dialogue.

- Find...
- Check...
- Look at...
- Add...
- Place...
- Include...
- Change...
- Edit...
- Proofread...
- X is missing. Add...
- Encourage the use of a 'purple pen/pencil of progress'... to show the changes were added as a result of a teacher comment self / peer assessment.
- Comments do not start with 'Can you...', 'Have you...' or 'Next time...'

To summarise...

- Comments are specific e.g. *Add some speech to the sentences I have highlighted to show that Jack was scared. Add at least 3 full stops to the first paragraph.*
- Well-considered questions are used to move the learning forward.

- Comments are not broad e.g. *Can you make your ending more exciting? So, do not start with 'can you...', 'have you...' or 'next time'*
- Congratulatory comments are evident, but are in addition to the close the gap comments e.g. *Well done Jack, I enjoyed reading about your holiday.*
- Ensure comments relate to the LO and /or the Success Criteria.
- Build time into lessons to allow children to respond to your comments.

Policy Evaluation and Review

This policy will be subject to a formal review at least annually. During these reviews consideration will be given to:

- the value of the policy and practice to staff
- how far it has achieved its stated aims

The SLMT will be responsible for conducting the dialogue with colleagues that will be essential for policy review.

Reviewed – May 2023

This policy has been reviewed in line with the UNICEF rights of the child
Articles relating to this policy:

- **Article 28 Right to an Education.**
- **Article 19 Right to be safe.**
- **Article 14 Right to follow your own religion.**
- **Article 29 Right to be the best that we can be.**
- **Article 31 Right to relax and play.**

Headteacher

Chair of Governors

