

# Meltham CE (C) School



## Marking and Feedback Policy

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### 1.0 Aims

The aim of this policy is to provide a consistent approach to marking throughout the school in order to:

- Make a clear contribution to assessments of children's work
- Give children feedback about their performance in their work
- Give children targets for improvement
- Give the teacher feedback on how well children have understood work to enable planning of the next steps of teaching and learning
- Raise children's self esteem

### 2.0 Roles and Responsibilities

#### Teachers

- To respond to work by the end of the week
- To use the marking code agreed
- To ensure children have weekly feedback on work
- To display marking code in classroom

#### Curriculum leaders

- To monitor feedback through subject monitoring

#### Headteacher and the SLT

- Monitor marking through work scrutiny

## 3.0 Feedback policy

Feedback on work at Meltham CE is done either verbally with the individual child, a small group or the whole class; or by using a written method in children's books. Whichever method is used, marking will:

- Be done soon after completion of, or during work at the point of misconception
- Focus on the lesson's learning objectives or the year group expectations
- Give the child pointers for improvement
- Provide feedback on child's attitude to work eg *worked hard, neatly presented, quick work, showed enthusiasm, insightful response*
- Be done using a pen of contrasting colour if by an adult
- Be done with a green polishing pen for self-edit
- Be done with a contrasting colour for peer marking

To take account of teachers' workload and well-being, every piece of work cannot be marked in detail. It is acceptable to mark work simply with a tick if it is correct or a suitable succinct comment or a stamp indicating thanks. Planning will consider work that is to be marked in more detail for assessment purposes. This will often be items of work at the end of units or key pieces of work. The amount of detailed marking and the balance between verbal and written marking will vary on the age of the children.

### 3.1 Marking of Maths

Maths is marked with a pen and written in pencil by the children. Correct answers are ticked, incorrect answers are marked with a dot. A comment may be written to relate to the learning objective of the work or the attitude to the work. Repeated similar errors are not all marked wrong, but a written comment (*see me*) made. Marking of Maths may involve setting a problem to respond to, which will either extend or deepen the learning, or allow an opportunity for consolidation. Stickers can be used to refer to the learning objective.

### 3.2 Marking of written work

Errors in written work are coded as below. This code is displayed in the classroom

//	new paragraph needed
∧	word missed out
p	punctuation to be corrected
sp	placed in the margin and the spelling to be corrected is underlined
VF	verbal feedback given

✓✓ indicates especially good element of work

Where appropriate, next step targets will be indicated in the teachers marking (some may be in the form of questions, instructions, further problems, indicated by a T or an illustrated set of steps).

Peer-assessment will appear will be in line with the year group progression (appendix 4.1) and appear in a contrasting colour. It may be evident in a skills-ladder when children are composing a piece of English or cross-curricular writing (appendix 4.3)

Self-assessment will be in line with the year group progression (appendix 4.2) and appear in green pen. It may be evident in a skills-ladder table (appendix 4.3)

ETA supported work is signed and dated by the adult.

Boxes may be used to draw attention to areas where improvement by the child is required.

Every piece of written work must be seen to be marked (ticks, stamps or initials are enough). Not every piece of written work needs to be marked in detail and comments written on them.

Marking varies in Year 6 and in Year 2 as written work must not be 'overmarked' otherwise too much support is deemed to have been given and this can affect the moderation of writing.

### 3.3 Marking by others

Simple 'right or wrong' marking can be completed by pupils or ETAs (tables tests, spelling tests, maths algorithms). The teacher can then quickly scan the marking to pick up common problems.

### 3.4 Implementation and monitoring

The children are taught the meaning of the marking code at the beginning of each academic year and the wall display is regularly referred to during teaching. Scrutiny of work by leaders monitors the correct use of the marking policy.

## 4.0 Appendices

4.1 Peer-assessment progression

4.2 Self-assessment progression

4.3 Example of a skills ladder used to support writing and feedback (teacher feedback, self-assessment and peer-assessment)



## Appendix 4.1. Meltham CE Peer-assessment progression

This framework for peer marking is intended to further build upon our culture of sharing success and good practice and to make children quickly familiar with the process of others looking at, sharing in and critiquing their work. If children understand what to look for in a successful piece of work, they are more likely to understand it themselves. The process should raise the children's own awareness of their progress and should raise their self-esteem.

Children must have regular opportunities to appraise and also – in appropriate year groups - to mark the work of their peers. This will require training children to look and assess a range of elements.

Peer markers should be encouraged **to respect the work** of their friend, and to write in their best handwriting, recording their name. In addition to this, teachers should allow time to respond to peer marking – in appropriate year groups - just as they would to the teacher's marking.

	Peer Evaluation Expectations
Foundation Stage	<p><b>No written marks are required in peers' books:</b></p> <ul style="list-style-type: none"> <li>• Look at good examples of work from other children in shared sessions with the teacher;</li> <li>• Praise and talk about each other's work with the support of an adult;</li> <li>• Clapping the success of others.</li> </ul>
Year 1	<p><b>No written marks are required in peers' books:</b></p> <ul style="list-style-type: none"> <li>• Look at and discuss good examples of work from other children in shared sessions with the teacher;</li> <li>• Praise and talk about each other's work with the support of an adult;</li> <li>• Clapping the success of others;</li> <li>• Discussing rewards under the reward policy for peers' work in shared sessions;</li> <li>• Begin to look at peers' work against lesson objectives with the support of an adult;</li> <li>• Constructive discussion modeled by adult following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance.</li> </ul>
Year 2	<p><b>No written marks are required in peers' books:</b></p> <ul style="list-style-type: none"> <li>• Look at the work of others in shared and group sessions with an adult;</li> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance.</li> <li>• Teacher models peer assessment using genre features or class targets (using visualizer or in a small group);</li> <li>• Link with features of genre – stick in features of genre lists and children tick what they see in others' work during shared sessions with an adult;</li> </ul>
Year 3	<p><b>Some evidence of peer marking may be apparent in books by the summer term:</b></p>

	<ul style="list-style-type: none"> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance;</li> <li>• Link with features of genre – stuck in features lists and children tick what they see in others’ work during shared sessions with an adult;</li> <li>• Some may begin to use a green box (mimicking teacher’s blue box) to show a friend what needs to be corrected as appropriate and linked to lesson context – capital letter, missing punctuation, missing adjective.</li> </ul>
Year 4	<p><b>Evidence of written peer marking <i>should</i> be apparent in most books:</b></p> <ul style="list-style-type: none"> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance;</li> <li>• Mark maths answers (tick and dot) and sign name;</li> <li>• Link with features of genre – teacher lists and children look for up to 2 features – tick list may be appropriate;</li> <li>• Constructive discussion about others work involving an adult in group work;</li> <li>• Children may set a target against genre features – remember to;</li> <li>• Some may be beginning to use the green box (mimicking teacher’s blue box) to show peers where an error can be corrected in Maths;</li> <li>• Some may be beginning to use the green box to highlight punctuation that needs attention or areas for improvement – adding an adjective, adverb in the context of learning.</li> </ul>
Year 5 & 6	<p><b>Regular evidence of written peer marking should be apparent in most books (greater frequency may be expected from Y5 into Y6):</b></p> <ul style="list-style-type: none"> <li>• Constructive discussion following demonstration in areas such as: games, PE, speaking and listening exercises or musical performance;</li> <li>• Short written peer observations of success detailing discussions detailed above;</li> <li>• Mark maths answers (tick and dot) and sign name;</li> <li>• Identify errors in calculation strategies and use a green box for their peer to investigate possible inaccuracy;</li> <li>• Use the green box to indicate that improvement may be needed – punctuation, single word, phrase, sentence or paragraph;</li> <li>• Link with peer’s personal target – praise;</li> <li>• Link with learning objective – well done, you have;</li> <li>• Link with features of genre – teacher lists and children look for up to 3 features;</li> <li>• Set a target against genre features – remember to.</li> </ul>

- Use of contrasting pen / pencil for peer assessment



## Appendix 4.2: Meltham CE Self-assessment progression

Children must have regular opportunities to appraise their work either before or following the teacher's marking.

	Self-Evaluation Expectations
Foundation Stage	<p><b>No written marks are required in books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment, possibly during 1-to-1 discussion or group work with an adult (thumbs up, traffic lights, work talk); and</li> <li>• A minority of children may feel confident enough to indicate how they feel about their work in groups (or in 1-to-1 sessions) with an adult, using a smiley face or traffic light.</li> </ul>
Year 1	<p><b>No written marks are required in books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO (WA / RT) in group sessions with an adult;</li> <li>• Self-assessment may be modeled by the teacher in shared groups; and</li> <li>• Recording a self-assessment face against a LO (WA / RT) in books in shared groups with an adult.</li> </ul>
Year 2	<p><b>No written marks are required in books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> <li>• Self-assessment may be modeled by the teacher in shared groups;</li> <li>• Recording a self-assessment face against a LO in books in shared groups with an adult; and</li> <li>• Some children will begin to use green pens to edit for specific criteria set by the teacher as part of self-assessment (against LO, against personal target, expectation...)</li> </ul>
Year 3	<p><b>Some evidence of self-assessment or editing may be apparent in books by the summer term:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> <li>• Many children will move toward regular recording of self-assessment (face/traffic light etc...) independently; and</li> <li>• Many children will use green pens to edit for specific criteria set by the teacher as part of self-assessment (against LO, against personal target, expectation...)</li> <li>• Response to teacher's previous developmental marking</li> </ul>
Year 4	<p><b>Evidence of self-assessment and editing should be apparent in most books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> </ul>

	<ul style="list-style-type: none"> <li>• Many children will move toward regular recording of self-assessment (face/traffic light etc...) independently;</li> <li>• Many children will use green pens to edit for specific criteria set by the teacher as part of self-assessment (against LO, against personal target; punctuation, add a simile or an adverb or using a table of criteria); and</li> <li>• Some children will begin to comment on their feelings about their learning independently.</li> <li>• Response to teacher's previous developmental marking</li> </ul>
Year 5 & 6	<p><b>Regular evidence of self-assessment and editing should be apparent in most books:</b></p> <ul style="list-style-type: none"> <li>• Verbal self-assessment (thumbs up, traffic lights, verbal discussion);</li> <li>• Discussion about how children feel against the LO in group sessions with an adult;</li> <li>• Children will regularly self-assess using a variety of different means:</li> <li>• Children will engage in verbal and written dialogue with their teacher as part of self-assessment (point out difficulties, point out success etc...);</li> <li>• children will assess against their LO in writing (mimicking the marking policy of their teacher or through the use of a criteria list or table);</li> <li>• children will be asked to assess the quality of their vocabulary, conjunctions, openers and punctuation against the year group expectations</li> <li>• Response to teacher's previous developmental marking</li> </ul>

4.3. Example skills-ladder (Year 6) used to support children in writing and to feedback (teacher feedback, peer-marking, self-assessment). PA is the column for peers to hunt for expectation in writing and SA is for children to proof-read and check their own writing for the teachers' desired outcomes.

PA	<b>FEATURES OF DISCURSIVE TEXT</b>	SA	Teacher
	<b>Clear title</b> indicating what the discussion is about		
	Opening paragraph <b>introducing the key issue</b>		
	<b>Two</b> arguments in favour with supporting evidence		
	<b>Two</b> arguments against with supporting evidence		
	<b>Concluding</b> paragraph which summarises the discussion		
	Significant <b>edit</b> in green pen		
	Present tense throughout		
	Subordinating conjunctions (however, despite this)		
	<b>Technical language</b> (It is suggested by many experts that; some adults believe that; It is considered by some)		
	<b>Variety of clauses</b> (relative, adverbial, embedded clauses)		
	Multiple subordinated sentences		
	Expanded noun phrases		
	Formal tone		
	Passive construction		
	Adverbs		
	Full range of punctuation (. , ? ! ; -)		
	Handwriting		
	Spelling checked in edit		
<b>One thing we could have improved on</b>			
<b>One s and why it worked so well</b>			

