



Moorthorpe Primary School Marking Policy

September 2017



Moorthorpe Primary School – Marking Statement

At Moorthorpe Primary School, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong
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Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, the SLT at Moorthorpe Primary School has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning;
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to pupils according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Moorthorpe Primary School, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<p>Includes teacher gathering feedback from teaching, including whiteboards, book work, etc.</p> <p>Takes place in lessons with individuals or small groups</p> <p>Often given verbally to pupils for immediate action</p> <p>May involve use of a teaching assistant to provide support or further challenge</p> <p>May re-direct the focus of teaching or the task</p> <p>May include highlighting/annotations according to the marking code.</p>	<p>Lesson observations/learning walks</p> <p>Some evidence of annotations or use of marking code/highlighting</p>
Summary	<p>Takes place at the end of a lesson or activity</p> <p>Often involves whole groups or classes</p> <p>Provides an opportunity for evaluation of learning in the lesson</p>	<p>Lesson observations/learning walks</p> <p>Timetabled pre- and post-teaching based on assessment Some evidence of self- and peer assessment</p> <p>May be reflected in selected focus</p>

	<p>May take form of self- or peer-assessment against an agreed set of criteria</p> <p>In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</p>	<p>review feedback (marking)</p>
<p>Review</p>	<p>Takes place away from the point of teaching</p> <p>May involve written comments/annotations for pupils to read / respond to</p> <p>Provides teachers with opportunities for assessment of understanding</p> <p>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</p> <p>May lead to targets being set for pupils' future attention, or immediate action</p>	<p>Acknowledgement of work completed</p> <p>Written comments and appropriate responses/action Adaptations to teaching sequences tasks when compared to planning</p> <p>Use of annotations to indicate future groupings</p>

Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks or highlighting of learning objectives.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Everyday work:

All class teachers will highlight the work against the learning objective in green and orange, as explained above. The objective will be taken from the National Curriculum.

Sustained, independent writing:

When children have written independently in a sustained manner (age appropriate), class teachers should highlight the work in green to identify elements of the writing which meets the standards set in the school assessment sheet.

We have decided as a staff to occasionally give the children the opportunity to write independently in certain lessons then redraft the unmarked work a second time following their own assessment of errors/improvements, teacher feedback or peer feedback. Then the class teacher will undertake the above-mentioned marking systems. We feel that this gives the children the opportunity to spot mistakes/improvements for themselves, developing their independence and confidence in writing, rather than the class teacher immediately seeking errors to correct.

Editing and Next Steps:

In any pieces of work, class teachers should regularly give feedback for areas of improvement – ‘Next Steps’ or ‘Even Better If’, shown using the next steps symbol. This should be done at least once per week, followed by evidence of children editing and improving their written work as a result of the class teacher’s feedback.

Verbal Feedback / Dialogue Marking:

As outlined in the ‘Ofsted Schools Inspections Handbook’, there is no specific requirement for class teachers to show a written record of oral feedback provided to pupils by teachers. However, in this policy we expect that as a school class teachers will record where verbal feedback has been given with the ‘VF’ symbol.

Helicopter Marking:

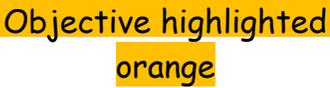
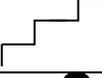
This has been proven to be an effective strategy in improving the effectiveness of class teacher’s feedback in our school. It provides the opportunity for children to receive feedback, either verbal or written, immediately at the point of need of need. As a result of the effectiveness of this strategy seen by a number of staff members at Moorthorpe Primary, this strategy will be implemented by all class teachers from Autumn 1. There is however no specific code or symbol to use to evidence that this has taken place.

Marking by Higher Level Teaching Assistants or Cover Teachers / Supervisors:

HLTAs and CSs will mark the work of the group they have been supporting in accordance with this marking policy. They will also ‘light mark’ the remaining children’s work in the class, noting the level of support (TA, I, P (Peer)) and highlighting the objective.

Symbolic Marking:

The following symbols will be used predominantly by class teachers in Foundation and Key Stage One. However they may also be used by class teachers in Key Stage Two where they feel it is appropriate:

	Objective met – green highlighting will also be evident within the work to identify best examples of where the work has met the objective.
	Needs practice/objective not yet met - orange highlighting will also be evident within the work to identify the most poignant examples of where the work has not met the objective.
	Independent work
	Teacher assisted (followed by initial of adult)
	Verbal feedback (followed by a word / phrase to explain the theme of the vf)
	Next steps
	Capital letter (capital A with a 'hat' on)
	Full stop
	Finger space
	Inverted Commas
	Question mark / exclamation mark
	New line/paragraph
	Handwriting
	Sound it out / use phonics
	Conjunctions
	Underlined word / 'sp' in margin = spelling error
	Word omitted
	Correction or 'check' (maths mainly)
	Letter formation (child to copy)
	Number formation (child to copy)

