CLAREMONT PRIMARY SCHOOL

MARKING FOR IMPROVEMENT & FEEDBACK POLICY

Reviewed by: Domonic Coulson

Date: Spring 2016

Next review: Autumn 2018

Marking children’s work is an important part of teacher planning and assessment. We believe that:

“Learning is well supported when children are aware of what they are trying to achieve in particular pieces of work and when, through careful marking, they have a clear picture about what they have done well and where they need to do better next time.”

Marking is feedback about a child’s work and may take a number of forms – oral, written, formal and informal – and may be given on a group basis as well as an individual one.

Aims:

• To provide formative assessment information for teachers, to enable them to plan effectively for all pupils’ needs and set targets for the future.
• To provide clear comments and / or guidance to the children about:
  o successes,
  o misconceptions,
  o missed opportunities,
  o areas for development, and
  o where they would deepen their learning.
• To set clear targets for future improvement (i.e. next steps).
• To reward children for their effort and progress.

Principles:

• There are three underlying principles for all marking and feedback. Marking should be:
  o meaningful to pupils;
  o manageable for both pupils and teachers; and
  o motivating for pupils.
• Marking should be based on a pupil’s progress towards the Learning Intention (WALT) and Success Criteria (WILF). The only exceptions should be for occasional obvious secretarial or punctuation mistakes that the child should have been able to do.
• Marking should follow the Shirley Clarke method of ‘Tickled Pink’ and ‘Green for Growth’
• Learning objectives should be visible in the books in all subjects (where appropriate).
• Children should be given the opportunity to review and modify their work to improve it on a regular basis.
• The majority of marking should be undertaken by the class teacher, to ensure it is formative.
• Work marked by a supply teacher or other adults should be initialled.
• Comments on marked work should be positive, supportive and constructive and in the correct colour.
• Children should always be given the opportunity to complete work.
Oral Feedback:
- Positive, constructive comments by the teacher about children’s work during and after completion.
- During and after completion of work, children are encouraged to carefully check their own work, on their own or with peers.

Written Feedback:
Written feedback in all subjects can be any of the following:
- Ticks for correct answers (in pink)
- Standardised symbols for children and adults, displayed in books and on the wall (in green)
- Comments in the margin or underneath the work (which can include codes and symbols where appropriate)
- Comments generated by discussion with peers (children to always edit their own work)
- Commercially produced stickers or stamps
- House points
- Initials or ticks to indicate that work has been seen

Marking expectations:
General:
- WALTs (We Are Learning To) and WILFs (What I’m Looking For) are present for all pieces of work.
  - In Literacy and Mathematics, the WILF should be differentiated to match the range of needs in the class (using the Must, Should and Could format, or something similar).
  - However, it should be noted that WILFs should be aspirational and a differentiated WILF should be carefully considered to ensure that children are not given the opportunity to coast through a lesson / topic. For example, repeatedly giving children the option to choose work from the previous year’s curriculum, (instead of using lower challenge work as a way to scaffold learning and build towards age-related expectations), is not acceptable.
- All work in books is acknowledged either by a stamp, sticker, tick or comment. The smiley or flat face (as indicated in the Marking Guide) should be used to denote achievement against the learning objective detailed in the WALT. The WILF should be marked in a way deemed most appropriate by the teacher.
- Pupils are given regular opportunities to review and respond to marking, preferably within a day or so, and before they move onto the next stage of their learning in that subject.
- Self and peer assessment is used where appropriate.
- Marking symbols are stuck in the front of literacy and mathematics books.

Literacy:
- Teachers use pink for positive comments and green for comments relating to areas for improvement, as well as the marking symbols.
- Symbols (see Appendix 1) are used in the text or margin (to increase challenge where appropriate) to highlight an area for development.
- Up to three spelling errors may be highlighted for pupils and written correctly underneath, for the child to practise by writing out.
• All Marking for Improvement within the text is written in purple by children. Word / sentence improvements, and spelling and handwriting practise, below teachers comments are written in pencil or writing pen (once pen license achieved).

• At least one piece of literacy work is marked in depth each week to deepen learning.
  o Marking for improvement should get the children to ‘do’ something to show that they are:
    ▪ making some progress towards the green target written by the teacher
    ▪ going back and reflecting on a missed opportunity linked to the WALT or WILF
    ▪ carrying out a mini-task linked to a misconception
    ▪ challenging and correcting a misconception, as indicated through symbols / highlighting etc.
  o This can take many forms – it can include pupils working to improve their learning at a word or sentence level, adding in words and phrases or re-writing the sentence.
  o This task can be structured or open-ended, depending on the needs of the pupil and the area for improvement (see Appendix 4 for examples of feedback).

• The remaining work from the week is marked against the WILF using highlighters, ticks etc. A brief comment is desirable but nothing extensive or in depth. Marking for Improvement is only necessary for spelling and punctuation errors (following the standard guidelines).

• Journals only need to be stamped or ticked, with brief feedback if appropriate.

Maths:

• All work is marked either by the teacher, or pupils, peers or teaching partners (under the guidance of the teacher).

• Marking follows the Maths Marking Guide (see Appendix 2).

• Not all incorrect work needs to be corrected by pupils. Teachers use their professional judgement to decide how much work a pupil needs to repeat in order to challenge their misconception(s) and a cross in a box symbol is used to identify questions not requiring correction.

• Corrections (both misconceptions and slip-ups) are carried out in purple, preferably beside the original work. The original inaccuracy should remain visible.

• Every child is given the opportunity to deepen their learning at least once a week (more often if it is appropriate for individuals) using either through questioning or a challenge (see Appendix 3).

• Judgements inputted into the formative tracking system Class Track reflects marking against the WALT and WILF.

• In Mathematics, it is acceptable for teachers to swap out the WILF for a ‘Remember to’, giving pupils clear steps to success. In these instances, teachers mark against the ‘Remember to’ criteria to identify where children may have incorrectly carried out part of the procedure.

History and Geography:

• All work in topic books is marked against the WALT and WILF using pink (and green, where appropriate).

• Teachers use their professional judgement to decide on the level of detail and depth.

• If teachers are marking in depth, marking challenges misconceptions and teachers consider historical and geographical inquiry skills when formulating comments.

Science:

• All work in Science books is marked for factual knowledge or against ‘working scientifically’ expectations.

• Teachers challenge misconceptions (where appropriate) or ask questions, requiring pupil response, in order for children to demonstrate their understanding and deepening their learning.

• Where appropriate, children are challenged to think beyond the experiment, make links, apply their knowledge and understanding, think of next steps etc to demonstrate that they are working at a greater depth.
Monitoring of consistency in the quality of marking

Pupils’ work will be sampled by the Assessment Information leader and subject leaders as part of their monitoring role. Feedback of monitoring outcomes and discussion with individual teachers and staff will share good practice and agree development targets.

- All ongoing formative assessment is used when making Best Fit assessment judgements.
- Everyone is aware of the equal relevance and complementary nature of Teacher Assessments and Test/Tasks.

Role of the SLMT:

The SLMT will monitor marking of pupils’ work in school and plan for staff to take part in work scrutiny to ensure consistency and progression.

Reviewed April 2016

Domonic Coulson
Assessment Information Leader

Appendix 1: Symbols used for Marking for Improvement in Literacy, Science and Topic books.

These symbols are primarily literacy focused, but can be used in other subjects, where appropriate.

General KS1 & 2:

😊 Yippee! Well done me – I have met this target.
😊 I’m nearly there on this target.
✨ I need to learn this spelling
🗣 I need to ask an adult about this
🎯 This is what I need to do to make this work even better
📝 I need to take a bit more care with my presentation / handwriting practice needed

Action KS1 and KS2: All of these symbols mean I need to add something into my work:

⚠️ I have missed a word.
}.${ I have missed a full stop.
,’ I have missed a comma.

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I have missed a capital letter.

I have put a full stop in the wrong place.

I have missed a piece of punctuation.

KS2:

This sentence doesn't quite make sense.

I need a new paragraph or new line to change speaker.

I could have used some more description in this sentence.

I have missed speech marks somewhere in this sentence.

I could have used some more adventurous punctuation in this sentence e.g. ? ! ... ; :

I need to check my tense.

I need to correct this (suitable for Grammar, Punctuation and Spelling (SPaG) work only)

Appendix 2: Symbols used for Marking for Improvement in Mathematics books

Mathematics Marking for Improvement to Deepen Learning

✓ Correct

C Correction needed (due to an error or misconception)

X Incorrect but no correction needed

CC Complete a Chilli Challenge to deepen learning

This is what I need to do to help improve my learning

PR Pupil Response required
Appendix 3a: Deepening learning in Mathematics through feedback prompts

Enable pupils to identify the errors for themselves:
• The answer to this question is ... can you find a way to work it out?
• There are ... mistakes; find them and correct them.
• Check this using the inverse / a different method.

Encourage pupils to reflect on:

Mistakes:
• Explain why you have made this mistake.
• Explain how to avoid this mistake next time.

Methods and ideas:
• Explain why ... / what ... / how ... / (when ...).
  o EXAMPLE: Explain why we multiply the denominator and numerator when we want to make an equivalent fraction.
  o EXAMPLE: Explain what a polygon is.
  o EXAMPLE: Explain how to use a protractor to measure an angle.
  o EXAMPLE: Explain when it is easier to subtract by counting on.
• Show another way of working this out.
• Is there an easier way to ...?
  o EXAMPLE: Is there an easier way to subtract these numbers than using the column method?
• What are the advantages and disadvantages of each method / equipment (you used)?

Truth:
• Prove this using ... (using a diagram, number line, another calculation etc.)
  o EXAMPLE: Prove that 2x3= is the same as 3x2 using an array / number line.

Learning:
• What did you find easy / tricky / difficult etc.? Why?
• When could you use this maths outside of school?
• What mathematical words are connected to this lesson’s learning?
• What do you need to remember to ... (do next time)?

Build on pupils’ existing knowledge and make connections between what they need to know to what they already know:
• You seem to be having difficulty with ... . In question x you used ...; could you use this on question y?
  o EXAMPLE: You seem to be having difficulty adding some of these fractions and not others. In question 2 you used equivalent fractions; could you use this on question 4?
• What facts would help you remember... ?
  o EXAMPLE: What facts would help you remember 7x4?
• Use ... to help you work out ....
  o EXAMPLE: Use 2x3 to help you work out 20x3.
• Use a ... and identify ... .
  o EXAMPLE: There are a few multiplication facts you are getting wrong. Use a multiplication square and identify the facts you know and those you do not know in the 7 times table.
• Give me another example of ... .

Ask pupils to discuss their ideas with other pupils:
• You seem to be confusing ... with ... . Talk to ... about how to work out the difference.
  o EXAMPLE: You seem to be confusing ‘regular’ and ‘irregular’. Talk to ... about how to work out the difference.
• Compare your work with ... and write some advice to another pupil doing this for the first time.
• Work with ... to produce a model answer that would persuade the marker to award you all the marks.
Give pupils the opportunity to create something new:
  • Create a similar / easier / harder question (and give reasons why).
  • What would happen if...? (*extending the task by exploring other scenarios*)
Appendix 3b: Deepening learning in Mathematics through challenge tasks

- Spot the mistake (and why?)
- Something’s missing (numbers, parts of a diagram such as a graph / clock etc, labelling of shapes etc)
- Complete ... (the pictorial pattern, the shape, sequence, calculation etc)
- Prove it using ... (diagrams, inverse etc)
- Why is this wrong?
- Why is this right?
- Is there an easier way?
- Come up with an easier / harder question
- Which is easiest / which is hardest?
- Fact families - if (a) is (b), what is (c) and why?
- If you know..., what else do you know?
- Find one more possibility - can you make another mathematical sentence to make ...? (i.e. if one quarter of 16 is 4, what other fraction can you think of to equal 4)
- Show another way of working this out
- Spot the odd one out and why?
- Compare these methods for the same calculation. Which is more efficient?
- Create all possible calculations / numbers etc from these digits.
- Group these ...
- Group these and say why
- Classify these ...
- This is the answer, what is the question? Please use... (working backwards)
- Make an easy one and a trickier one, and explain why?
- What if...? Extending the task by exploring other scenarios?
- True or false
- Show me ... (create, evaluate and justify)
- List...
- Define and give an example of ...
- How could you...?
- Tell me...
- Draw and label some...
- Find ways of completing ... (i.e. x/x of ... = 6)
- What would happen if ...?
- How are these ... different / the same?
### Appendix 4: Examples of Marking for Improvement in Writing

Marking for improvement should get the children to ‘do’ something in response. For example:

<table>
<thead>
<tr>
<th>Instead of</th>
<th>Instead of</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spell homophones correctly</strong></td>
<td><strong>Punctuate sentences with a colon correctly</strong></td>
</tr>
<tr>
<td>Write a sentence for each of the ‘there’</td>
<td></td>
</tr>
<tr>
<td>homophones:</td>
<td></td>
</tr>
<tr>
<td>They’re walking the dog.</td>
<td></td>
</tr>
<tr>
<td>Their alarm is loud.</td>
<td></td>
</tr>
<tr>
<td>There is the chocolate bar.</td>
<td></td>
</tr>
<tr>
<td><em>Please re-write this. The part before a colon must make sense by itself.</em></td>
<td></td>
</tr>
<tr>
<td>Some others quoted on the other hand.</td>
<td></td>
</tr>
<tr>
<td>Their other matter.</td>
<td></td>
</tr>
<tr>
<td>Makes sense by itself.</td>
<td></td>
</tr>
</tbody>
</table>

This one would have a star in the margin next to one of the sentences. Teachers may highlight it in green for younger children.

<table>
<thead>
<tr>
<th>Instead of</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next time, include sentence starters</strong></td>
</tr>
</tbody>
</table>

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