

NET Marking & Feedback Policy

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 across Newquay Education Trust.

Please read this policy in conjunction with our other policies and key documents:

- Teaching and Learning '**POTENTIAL**' document
- SEN and Inclusion
- Target Setting
- Assessment

Rationale

Newquay Education Trust (NET) is committed to providing relevant and timely feedback to pupils, both orally and in writing. The purpose of all feedback is to recognise, support and challenge children in their thinking to help them in making further progress in learning and reach their potential. We believe that effective feedback is crucial for teachers and pupils alike, enabling a collaborative approach to the teaching and learning cycle.

Feedback should be a process of creating an ongoing *dialogue* with the learner, through which feedback can be exchanged and questions asked; the learner is **actively** involved in the process. We, at Newquay education Trust (NET), are invested in ensuring all pupils know how well they are learning and that, in addition to being supported and challenged to progress further, they have the necessary skills to actively engage in their own learning journey.

Across NET, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Have a clear understanding of why and how effective marking can support high quality teaching and learning
- Use the marking and feedback system as a tool for formative ongoing assessment
- Improve standards by encouraging children to reach their full potential and improve their work, learning, aptitudes and behaviours
- Develop children's self-esteem through praise and self-evaluation of their achievements, encouraging them to take risks
- Provide frequent feedback of a consistently high quality
- Create a dialogue culture which will aid progression.

The implementation, monitoring and review of the policy and its effectiveness is the responsibility of all staff, overseen by Heads of Year, Heads of Department, Assessment Coordinator and Director of Teaching and Learning.

Principles of Effective Marking and Feedback

Effective marking and feedback should:

- Recognise, encourage and reward the child's effort and achievement, and celebrate success
- Have 'POTENTIAL' at its core
- Be directly linked to the learning objective/success criteria
- Give clear indications of the next steps in learning
- Be part of an ongoing dialogue with staff and the child
- Encourage the child to reflect on and take ownership of their learning
- Be manageable and sustainable for staff and children alike
- Be consistent in its application across the school
- Be written in handwriting that is legible and a model for the child
- Inform assessment, target setting and future planning
- Be frequent and regular
- Involve all adults working with children in the classroom
- Be communicated effectively with parents
- Evolve in its effectiveness as the school continues to further develop its Teaching and Learning and Assessment frameworks.

To ensure the effectiveness of marking and feedback, staff should:

- Allow specific time for children to read, reflect and respond to marking and feedback (Dedicated Improvement Time/DIT)
- Ensure opportunities are given for peer marking and feedback as well as self-assessment
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Ensure the policy is consistently followed and implemented by all

Effective Marking and Feedback Strategies

Across NET we agree to establish, develop and deploy the following strategies to effectively mark, assess and provide feedback to help ensure every child reaches their true potential across the curriculum:

1. Verbal Feedback

This means the discussion of work, learning, achievement and progress directly with the child/group of children. A discussion should be accompanied by the appropriate marking code symbol into the child's book/on their work as a record and learning aid to the child and teacher. 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 and/or assistance has been given.

2. Written Marking

When marking children's work and recording verbal feedback Teachers, TAs and Pupils should use the agreed marking code (See Appendix 1) to ensure consistency of approach, active engagement and understanding. Teachers must ensure that they use a red pen and teaching assistants, trainees and supply must use a green pen. Pupils can use handwriting pens and/or pencil to peer mark (leaving their initials and date).

3. Peer Marking

From the start of KS2, children are encouraged to support each other and feedback both orally and in written form on learning and achievement. Children should be given the opportunity to act as response partners and peer mark work. This is often linked to 'talk partners'. Children should be specifically taught the key skills (See Appendix 2) for this to be effective and must follow the Marking Code.

4. Self- assessment

Pupils should be encouraged to think critically (critical thinking skills) and evaluatively about their own learning and work. Opportunities for self-assessment should be created across the subjects, allowing pupils to reflect upon their perceived success in relation to the learning objectives. The **Tick, P, H** code should be followed by pupils as well as staff. (See Appendix 1 for definitions)

5. Quality Feedback Comments

Personalised Quality Feedback Comments should be used frequently in all subject areas to extend and deepen learning. The emphasis when marking should be on both success and areas for development against the learning objective and success criteria. Not every piece of work will be marked in this way at all times. It is essential that a range of marking and feedback strategies are used.

- Quality evidence in children's work that meets the learning objectives should be highlighted in **GREEN** and areas for development highlighted in **PINK** (*this could be directly on or next to the written work*).
- The terms "**GO FOR GREEN!**" and "**THINK PINK!**" are common place in the classroom between staff and pupils and pupil to pupil and parents.
- A focussed comment could help the child make the link between what they have achieved and what they could achieve.

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 so angry about?", "Describe the expression on the dog's face.", "The dog was angry so he..."
- *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."

Time must be given for the child to respond to the written prompt 'Grapple Time/DIT', thus enabling them to 'bridge the gap' and improve their work further.

Monitoring

Marking and Feedback will be routinely monitored both formally and informally by the Senior Leadership Team and will form part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Review and Evaluation of the Policy

The policy will be reviewed annually.

Policy date:

Author:

LT. Reviewed and Approved:

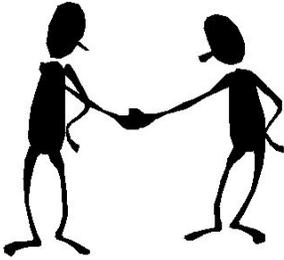
Review Date:

Appendix 1

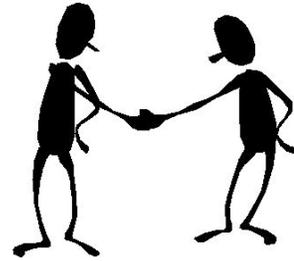
Marking and Feedback Code

v	Identifies elements of work that are correct/meet LO
x	Shows work that is incorrect * Think about what you could do to correct your work*
Sp	Spelling mistake * Use a word list to try and correct it/practise the correct spelling*
P	Punctuation is missing * Find out what the missing mark is and edit your work*
//	New paragraph needed *Use a new paragraph here and think about linking them*
~~~~~	Does this make sense? Better word/phrase needed. * Make changes to the section to improve it*
^	Missing word/extra info needed *Read it back and use the resources to help you add in extra*
ⓧ	I understand and have achieved the LO/ You have achieved the LO
Ⓟ	I need practice/Let's practise this more
Ⓜ	I need help/We will help you to achieve this
Think Pink	Pink highlighted areas show where you need to try and edit/improve *Make changes to this using what you have learnt*
Go for Green	Green highlighted areas shows the excellent areas of work that link to the LO *Try and apply these same skills again in future work*
Red Pen	Written marking by a teacher
Green Pen	Written marking by other adults
Blue or Black Pen	Editing and marking done by pupils
MWC	Shows the work has been marked together as a class
GP	Shows the work was through Guided Practice
PT	Work achieved through Partner Teaching
I	Independent work
S	Support given from an adult
VF	Verbal Feedback given
Supply/Student	Lesson delivered/marked by a supply teacher or student teacher

Appendix 2



Our Agreement on Marking Partnerships



When we become marking partners, we agree to:

- Respect our partner's work because 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 partner's advice because we are trying to help each other to get even better at 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 and why.
- Be fair to our partner and confidential. We will not talk about their work to others.

