Gatehouse School Marking policy

Introduction

At Gatehouse we believe that pupils respond best to feedback when the feedback is 'just in time' and 'just for them'; occurring during, or as soon after learning as possible. Pupils progress in their learning when they know what they are doing well, what they need to do to improve and are given enough time to improve their learning.

John Hattie's research into visible learning (2009, 2011, 2015) concluded that feedback to pupils has an effect size of 0.73. This means, if done well, feedback could almost double pupils yearly progress. Hattie's research has been echoed by the research of the Education Endowment Foundation (2016) that concluded effective feedback should:

- Redirect or refocus the teacher's or 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 pupils when they are wrong.
- Put the onus on pupils to correct their own mistakes, rather than providing correct answers for them.
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

It is important to remember that feedback comes in many forms

Encouragement	Dialogue with learning partners	What a good (WAGOLL) / weak one looks like (WAWOLL)	Mini plenaries
Coaching	Written feedback	Peer assessment	Rewards and sanctions
Conferencing	Self-reflection / self-assessment	Group discussion	Questioning
Modelling	Dialogue with adults	Praise	Editing e.g. use of the visualiser

The core principles of why we mark and give feedback are:

- To support pupils in becoming independent learners.
- Pupils have a right to receive regular feedback on their learning.
- All feedback should further pupils' learning.

- Pupils must have regular opportunities to improve their learning.
- Feedback must occur at the point or close to the point of learning.
- There are many ways to feedback to pupils.
- To give the pupil Growth Mindset. (The most powerful feedback is provided from the pupil to the teacher.)
- Verbal feedback from teacher to pupil then pupil to pupil (pupil voice.)
- Feedback is part of our wider assessment process which aims to secure an appropriate level of challenge to pupils in lessons securing at least good progress.
- Any written work should be acknowledged by the teacher.
- Any written comments must be accessible to the learner.

<u>Feedback in Practice</u>

Feedback can be categorised into:

1. **Immediate:** The feedback is given within the lesson, during the learning.
2. **Summary:** The feedback is given at the end of a session or unit, for example in a plenary
3. **Review:** The feedback is given as a result of a review after the lesson. This will usually be at the beginning of the next lesson.

Below is a range of effective feedback strategies. Teachers are asked to use a range of these strategies and to match the strategy to the needs of the class or individual child.

	Strategies
Immediate	· **Progress sweep**: Teacher aims to 'check-in' and have a conversation with every pupil. Research shows that 7 pupils can be seen in 7 minutes. · **Dot marking**: Teacher draws a dot where they would like a child to revisit success criteria and improve · **Responsive teaching:** Verbal feedback throughout. Learning is moved on earlier or groups revisit. · **Hot marking:** Comments in books during the lesson · **Reminder, scaffold, example:** Structure for effective verbal feedback
Summary	· **Plenary:** Group/ class evaluation against success criteria · **Green box marking:** Pupils draw a green box around the section of work they would like to discuss with the teacher or a green line down the side of their work.

	· **Gallery critique**: Pupils use post-its to give feedback to their peers as they walk around the classroom. Pupils decide which feedback to use to improve their work. · **Self-assessment**: Pupils use success criteria to reflect on and improve their work · **Peer marking**: The criteria for peer marking is kind, specific and helpful
Review	· **Corrective Review**: Notes are made on strengths, common issues and teaching points. This informs planning/ next steps · **Pre-teaching**: A small group or individual access some learning prior to the lesson to ensure they can access new concepts. · **Corrective teaching**: A small group or individual have an additional session after the lesson where they need additional support to achieve the learning intention. · **Whole class or group editing sessions:** Focus on editing and improving work. Teachers model this using the Interactive Whiteboard or a visualiser to share good examples and identify common misconceptions · **Pink box marking**: Teachers draw a pink box around the section they would like the pupil to review or a pink line down the side of the work. · **Flap marking**: Pupils redraft a section of work on a flap of paper, over the original draft

When using the guidance below, consider the individual pupil and track back if needed.

Progression across the school

All marking in EYFS is in green pen.

Nursery

- Written feedback in the nursery focuses on positive encouragement for the child alongside gentle correction of errors. This is done through adult modelling and with a 'try again' approach for our children.
- Next steps are identified by the teacher and shared with the pupil for future learning. Parents also read these next steps and support their child's learning in all areas of the curriculum.

- Long term next steps are referenced to the original week in which they were introduced to the child.

Reception

- Verbal feedback in Reception continues to focus on immediate correction of basic errors (e.g. letter/number formation) through adult modelling and pupil repetition.
- Next Step work is to be given by the teacher only.
- Whole class/small groups to peer assess using supporting speaking frames (I like … because …)
- Written feedback to be given by the teacher only
- Symbol to represent adult support
- Written work only initialled by a teacher that is not the class teacher

NS	Next Step
VF	Verbal Feedback
WS	With Support

Key stage One

Year 1 and 2

- Feedback continues to focus on immediate correction of basic errors (e.g. letter/number formation, spelling of own name) through adult modelling and child repetition
- Teachers to highlight strengths in written work in green and an area to improve in pink.
- The amount of highlighted work will vary according to the stage the child is at (a word or sentence)
- Application and next step work is to be given by the teacher only
- Whole class/small groups to peer assess, e.g. using a visualiser
- Symbol used to represent adult support initialled by staff member
- Written work only initialled by a teacher that is not the class teacher.
- verbal feedback is provided
- encourage peer feedback when working on same activity
- In Year 2 the individual punctuation mark should be written in the margin (e.g. ?) so pupils know what they have to add to their work.
- Pupils respond to marking using a green pencil.

Symbols to use (see picture below for examples):

Code/symbol	Explanation	Example
Ⓐ	Shows a missing capital letter	(t)he dog is called (a)lbert
SP	Indicates spelling error. The word will be underlined. A maximum of three spellings for any piece of work.	The dog is bown SP - brown
S	Work supported by a staff member, initialled by the staff member.	S AB
P (! ? ●)	You have left out punctuation. If needed the specific punctuation can be circled.	The dog is brown P
/	Finger space	The/dog is brown
H	Letter or number formation.	Model an example
NS	next step	write next L.O.
T	target	set a target for the pupil
VF	verbal feedback	pupils need to show response
PF	peer feedback	peer writes PF and their name
👀	look	pupil independently finds what needs to be changed/improved
SM	self-marked	
PM	peer marked	

Key stage TWO

Years 3,4,5 and 6

- Teachers to highlight strengths in written work in green and an area to improve in pink

- Immediate verbal feedback to be responded to in green pencil - there is no need to write 'VF'
- Teachers to highlight strengths in written work in green and an area to improve in pink
- For pupils requiring spelling, punctuation and grammar support, use the (sp, ?!. gr) and symbols in the margin
- Proofreading symbols to be responded to in green pencil (sp, !?. gr).
- Written work only initialled by a teacher that is not the class teacher.
- Tags will be placed at the top of pupil books in the areas of work that need responding to. Pupils will place the tag at the side of the page to indicate the work has been improved.
- Pupils in year 6 use a green shaded dot to represent self-reflecting with pupil initiated targets set.
- Pupils in year 6 should respond to pink dots by improving that section of their work.

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S	Work supported by a staff member, initialled by the staff member.	S AB
P (! ? ●)	You have left out punctuation. If needed the specific punctuation can be circled.	The dog is brown P
/	Finger space	The/dog is brown
H	Letter or number formation.	Model an example
gr	Indicate a grammar error by underlining the mistake – gr in the margin.	I goes to the shop. gr
PSM	Please see me.	To discuss verbally
T	Target set	A tick against the target met.
👀	look	pupil independently finds what needs to be changed/improved

NS	next step	write next L.O.
RTQ	read the question	
T	target	set a target for the pupil
VF	verbal feedback	pupils need to show response
PF	peer feedback	peer writes PF and their name
PSM	please see me	
SM	self-marked	
PM	peer marked, with name	PM Jacob
//	new line	
NP	new paragraph	

Feedback in mathematics

- Work to be ticked if correct and a dot if incorrect in green pen.

- A green highlighter to be used to show where a pupil has reasoned effectively using accurate vocabulary.
- A pink highlighter to be used to show where a pupil needs to improve their reasoning.

- Use a green pen to indicate to a pupil a comment/modelled example from the teacher and where to respond.

- Highlight the learning objective in green if the objective is met and pink if it is not met.
- Pupils to respond to marking in green pencil / pen (years 5 and 6).

Feedback in art

- Highlight the learning objective in green if the objective is met and pink if it is not met.

- Targets are written on skills.

- Next steps identify the steps towards the target.

Feedback in computing

- Reception, Years 1 and 2: verbal feedback is given during the lesson. An end of project marking grid highlights targets met or not met.

- Years 3,4,5 and 6: comments are given on Google Work using the marking policy codes. Emails are sent for pupils to respond to, using the school mailing system.

Feedback in Science

- Next steps and targets given to children will always be linked to the learning objective(s) and the topics/skills children are learning about.

- The next steps and targets given to children may be skills based e.g. 'Think about how you carried out the heart dissection. What can you do to improve your dissection skills?' or may be topic based 'How does antibiotic resistance develop? What are the consequences of this?'

- Once work has been marked, children will be given time to respond to targets and next steps using a green pencil in 'Fix-it time' at the beginning of lessons.

- The teacher will acknowledge that the child has responded to targets and next steps by writing their initials and/or a comment with a green pen.

- Learning grids, linked to scientific enquiry, are included as part of the marking and feedback process.

Strategies to ensure workload is efficient

- ❖ Feedback to pupils is much easier when the lesson has clear learning objectives and success criteria against which to feedback.

- ❖ Highlighting success / next steps
    - ➢ Success in green / next steps in pink (against the original success criteria)
    - ➢ Next lesson
        - ■ Success criteria on the board

- What success criteria did you meet? (Green highlighter).
- What do you need to strengthen? (Pink highlighter).
- Children take a green pencil and improve the pink highlighting.

- ❖ Corrective review
  - ➢ Take in the books.
  - ➢ Before pupils use books again, read through the books taking notes of:
    - ■ pupils producing excellent work, e.g. WAGOLL
    - ■ work that has exceeded expectations
    - ■ pupils causing concern
    - ■ common misconceptions errors
    - ■ spellings and other technical errors
    - ■ concepts to re-teach or reinforce
    - ■ grouping pupils for next steps/ lesson

    - ■ Next lesson
      - Give back the books with group instructions for improvement work based on feedback

Enough time must be given to the pupil to respond to marking

Pupil voice arising from the highlighter pilot
- The highlighted part focuses on the improvements I have to make.
- Highlighting saves me time. I know that if something has been highlighted, it is fine.
- I like the highlighted part as it helps me to find the error or improvement on my own.
- I like the comment and the highlighting at different times.

Responsibilities
- **Individual teachers** - marking the work they have taught and adhering to the marking policy.
- **SLT –** review of the marking policy; advising colleagues on effective approaches to marking; carrying out a termly 'book-look' to ensure marking is effective.

Review of this document

This is intended to be a working document and will be regularly reviewed by the SLT.

Policy Name	*Marking*	*Creation Date:*	January 2018
Status		Governors Review	Spring Term 2020
		Next Review	Spring Term 2022