

Gunthorpe Primary School



Marking and Feedback Policy September 2019

Statement of intent

Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.

Strategies:

Immediate feedback and addressing misconceptions

This marking/feedback occurs at the point of learning, when the learning is most 'fresh' and relevant to the pupils. It focuses on how well the pupil has achieved the learning objective and success criteria. During the lesson, Teachers and TAs are expected to provide feedback using pink and green highlighters, where appropriate. Advice is given regarding ways to improve, including strategies, resources and scaffolds that might support the improvement.

Distance marking

This marking/feedback is carried out subsequent to learning. It must inform pupils what they have done well and what they need to improve. It is essential to be structured so that all pupils can engage with comments and make requisite improvements.

The 'Five-Step' Marking Process

1. Indicate success;
2. Closing the gap steps;
3. Give an improvement suggestion;
4. Provide time for the child to reflect on and respond to the marking by making the improvement;
5. Check the child's improvement.

1. Indicate success

The teacher finds up to three examples of the best places in the child’s work that link with the learning objective/success criteria and then highlight these using a green highlighter.

2. Closing the gap steps

The teacher uses a pink highlighter to indicate precisely where on the work the improvement could be made related to the learning objective/success criteria. This improvement will be either:

- Correction;
- Even better if;
- Next step.

3. Give an improvement suggestion

The teacher makes a suggestion to help the child make the required improvement. There are three ways this can be done and the teacher should *choose which one is most relevant to each child and the particular piece of work being marked.*

- **Reminder:** Remind the children of the learning objective or success-criteria statement that they need to refer to in order to make the improvement. E.g. ‘Choose effective adjectives to describe your character.’
- **Scaffold:** Provide the child with a prompt to tackle the improvement. E.g. ‘You need to choose the strongest adjectives so the reader knows what the wizard is like.’
- **Example:** Show the children what it would actually look like – you might give them a choice of two alternatives, which will be discussed with them. E.g. ‘The wizard’s long, flowing beard was as white as snow... The wizard’s long beard went down to his tummy.’ Talk to Mrs Smith about which is best and which words make it the best.

These prompts may be given verbally, depending on the needs of the child. Teachers may add a comment praising effort or enjoyment of reading the child’s learning.

Hot write feedback

At the end of each learning journey, the class success criteria and self-assessment table to be given to a child prior to their hot write. This also needs to include either a peer assessment column or an evidence column. This needs to be stuck under their finished work.

Success Criteria	Self-assessment	Peer Assessment

Success Criteria	Self-assessment	Evidence

Following this hot write feedback completed when marking the work needs to have the same success criteria listed. Where children have made success, highlight green and where children need to improved, highlight in pink as a next step. This needs to be stuck in underneath the grid.

HOT Write Feedback – Unit Date
In your writing, you have used some of these features:
Up level your work to add the ones you have missed

4. Pupils - Reflection and making the improvement

Classroom time needs to be provided for the children to access the marking, find out where they have been successful and then make the appropriate improvements. This should be undertaken at the start of the next lesson and should not be allowed to take more than 10 minutes. All children should make their improvements using blue biro. The teacher and TA will need to support key groups/individuals who are struggling to make improvements themselves. If support has been given to make improvements, then adults will need to write the abbreviations V1:1 (verbal feedback given 1:1) in the child's book. It is expected that you include this time in your planning.

5. Check the child's improvement

The teacher checks to make sure that the children have made improvements effectively and ticks this progress in green pen. If the child has not made sufficient improvement, then this needs to be addressed using verbal feedback.

Self-Assessment

Children should self-assess against the success criteria wherever possible, using the same codes as the teacher. Tables, showing the child's success criteria linked to Learning Objective, should be placed at the top of the piece of work and include a column for self-assessment and a column for teacher assessment.

Peer Assessment

Children will be asked to look for evidence in their partner's work, linked to a success step. E.g. 'Find in your partners work effective adjectives that describe their character.' This evidence will be noted on a post it note and placed on the work in the child's book. E.g. 'Stylish, cunning, prosperous and handsome.' It is expected that collaborative editing and improvements are planned for.

Marking and Feedback Policy
Appendix 1

Learning Objective achieved =



Learning Objective partly met =



Learning Objective not achieved =



Area of success =

Green is Great!



Area for improvement/next step =

Pink to Think!



Collaborative or self-editing and improvement =



Peer Assessment =



Verbal Feedback = **V**

Verbal Feedback given 1:1 = **V1:1**