



Al-Hijrah School

مدرسة الهجرة

Excellence in motion | Bringing out the best

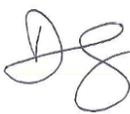
Feedback & Marking Policy 2017

Policy Monitoring, Evaluation & Review

The school will review this policy as below and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Updated	October 2017
Next Review Date	October 2018

This policy was adopted on 18th October 2017

Name	David Willey Chair of IEB	 Signed
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Aim

At Al-Hijrah School we aim to provide:

- A whole school framework for effective marking and feedback that directly contributes to raising the achievement of all pupils.
- Encourage dialogue between children and adults regarding the progress, success and areas to target.
- Standardisation and consistency of practice throughout the school.
- Guidance to staff on the purpose, types and frequency of effective marking and feedback.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular (work marked in detail once a week at least and every piece seen)
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement (WWW)
- Give clear strategies for improvement (EBI)
- Provide information for the teacher on the success of the teaching
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, but also ensure SPaG are addressed in line with literacy policy.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy
- Use the agreed Marking Code (See Appendix 1) to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Procedures

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children.
- Link marking to the learning objective and success criteria. Refer to these when giving written and verbal feedback.
- Link marking to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.

Effective Marking and Feedback Strategies

The following strategies can be used to mark, assess and provide feedback.

1. Verbal Feedback

- This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children.
- A discussion should be accompanied by highlighting the child's work in Green and Pink (Same as distance marking) 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 has been given.

2. Success Criteria Checklists

- Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Example for EYFS to KS2 children:

LO	SA	PA	CT
SC1			
SC2			
WWW			
EBI/GT			

Example for KS3 & KS4

For older pupils the exact format will vary from department to department, but is guided by the same key elements such as LO, SC, WWW, EBI/GAP Task

3. Self/Peer Marking

Children are encouraged to support each other and feedback on learning and achievement. They should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective and success criteria. The pairing of children should be based on ability and trust. Children highlight evidence of success (In blue) . Children put a blue dot, where possible improvements can be made. Older Pupils will respond using Green pen.

4. Distance marking

We recognise that oral feedback is most effective in securing pupil progress. However, where verbal feedback is not possible, effective distance marking is essential. Completed with a green and pink highlighter for younger children and red pen for key stages 3 and 4.

Teachers mark pupils' work before planning the development of a learning sequence. Marking must be manageable and not all pieces can be quality marked but all work must have been marked (peer/self) and acknowledged by the teacher to inform next steps. In depth, quality marking will be completed at least once a week in key stages Reception, key stages 1 and 2 and once a fortnight in key stages 3 and 4 in the main.

Teachers first and foremost mark against the learning intention of the task and focus on closing the gap between what has been achieved and what could be achieved.

As with oral feedback, for younger children teachers use highlighter pens to indicate where a success criteria has been met ("Good Green") or where work requires improvement ("Think Pink"). The corresponding success criteria are highlighted at the top of the child's recorded work. Teachers should also include **WWW**(What worked well) and **EBI** (Even better if) for praise and for next steps.

MRI (My response is) : Children should be given sufficient time to respond to the teacher feedback. This could take place at the start of each lesson, early morning or during other lessons, where appropriate. The children should respond using a green pen.

Reminder Prompt: Most suitable for more able children, suggests what could be improved.
i.e. Say more about how you feel about this character.
Prove $\frac{4}{9}$ is smaller than $\frac{1}{2}$?

Scaffold Prompt: Most suitable for children who need more structure than a simple reminder as it provides more support.

i.e. Can you describe how the main character is a good person?

Describe something that happened which showed you the character was a good friend.

He showed me he was a good friend when...

If $\frac{3}{5}$ is equal to $\frac{6}{10}$, then $\frac{3}{5}$ must be bigger than $\frac{5}{10}$. Using this example, explain why $\frac{4}{6}$ is bigger than $\frac{1}{3}$.

Example Prompt: Most successful with reinforcement or SEN children as it gives the children a choice of words or phrases.

i.e. Choose one of these or one of your own:

He was a good friend because he is kind / thoughtful / patient.

Two of the following fractions are equal to $\frac{1}{2}$. Circle them. $\frac{2}{4}$ $\frac{3}{5}$ $\frac{4}{8}$ $\frac{5}{9}$

Monitoring

Marking and Feedback will be monitored termly 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, to ensure it is kept in line with any curriculum changes that take place within the school.

Appendix 1

Demarcations used in the Marking and Feedback

Teachers and TAs will use the following specific, simple demarcation (or combinations) to support learning. These demarcations will be displayed in each classroom so children are aware of them:

The symbols and colours below should be part of a class display.

General demarcation (Each inside a circle):

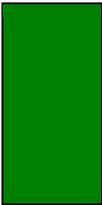
VF : Discussed with Teacher/TA

S : Support provided

WWW: What worked well

EBI: Even better if...

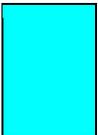
For children in KS2 and below the following colours indicate:



here a success criteria or learning objective has been met. "Good Green"



an area for improvement. "Think Pink"



Used by a peer to show where a success criteria or learning objective has been met. "My Buddy's Blue"

A blue dot used by a peer to show an area for improvement.

Literacy objective specific demarcation:

The full list of age appropriate symbols are listed on a sheet that is shared with pupils throughout the school. This sheet also contains brief description of work presentation guidelines. Some the more common symbols are:

sp (in margin and word underlined or corrected in margin) – Spelling error.

P (in margin and omission/error circled) – indicates punctuation omitted or incorrect punctuation used. Correct punctuation placed in circle.

// new paragraph required here

↔ (over letters which have been reversed)

Maths objective specific demarcation:

For younger pupils green and pink highlighters used to mark work

↔ (over numbers which are reversed)

Use of mathematical signs and symbols will be used to make corrections, where required.

Children are aware and frequently reminded of these demarcations. A child friendly class display should be put up in every class.



Appendix 2

Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so 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 partners advice because we are trying to help each other do better in 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.
- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.