



Ghyll Royd School

A foundation for life

Marking & Feedback Policy

Policy Leader: Mr Hadley Nicholson

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The Learning Challenge™
CURRICULUM



Ghyll Royd School and the Pre-School (Early Years Foundation Stage) is committed to safeguarding and promoting the welfare of young children and expects all staff and volunteers to share this commitment.

Marking and Feedback Policy Statement

This policy acts as a guide to marking to ensure a commonality of expectation and consistency of approach throughout school.

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Marking is an essential part of planning, assessment, teaching and learning. Responding to children's work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers follow an agreed system and consistent procedures in responding to children's learning. This provides clear messages to children, parents and other teachers about individual progress.

Aims

Our policy aims to:

- indicate where children have achieved targets and for the teacher to assess progress against targets/learning intentions.
- provide a dialogue with the child and indicate the next stage in their learning and to indicate where they are in terms of their own learning.
- set new targets where appropriate.
- involve children in their own learning and/or assessment and to promote higher standards.
- correct errors and clear up misunderstandings.
- recognise achievement, presentation and effort, in order to promote positive attitudes.
- provide constructive feedback.
- identify children who need additional support/more challenging work and the nature of the support/challenge required.
- aid curriculum planning.
- give children the opportunity to improve speaking and listening skills by giving them specific and focused opportunities for discussion of their own work or the work of other children.

At Ghyll Royd marking:

- Follows consistent practice throughout the school
- Is positive and constructive with appropriate praise given
- Is related to needs, attainment and ability
- Is related to specific targets, learning objectives and success criteria which are stuck in at the top of children's work as a point of reference
- Ensures that children know how well they are doing and what they need to improve to make further progress
- Introduces children with opportunities to assess their own work and that of others
- Sets targets or next steps for children to ensure motivation and involvement in progress
- Establishes a written and/or verbal dialogue between teacher and child

Characteristics of effective feedback

- Feedback is most effective when it confirms that children are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', i.e. children should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Children should be helped to find alternative solutions if repeating an explanation lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important with oral feedback as effective as written feedback.
- Teachers and support staff will encourage children to ask for help and the ethos of the school will encourage them to do so.

Feedback Strategies:

- Probing questions need to be included to clarify children's understanding.
- Wait time for answers – question and explore answers together, use of talking partners.
- Give children time to act upon feedback/marking and absorb comments.
- Teachers need to develop their own range of approaches distinctive to the needs of their children, i.e. varying questioning techniques (e.g. What did you think? Anyone with a different answer? Which of these do we go with?)

Types of Marking

Quality Marking

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning intention and improvement needs.

When Quality Marking teachers:

- read the entire piece of work.
- provide a focused comment which should help the child to 'close the gap'
- between what they have achieved and what they could have achieved and celebrate successes

In order for the marking to be formative, the information must be used and acted on by the children.

Self marking

Children should self-evaluate wherever possible, using traffic light colours to indicate their evaluations. They can follow the same process as staff and look for successes and improvement. This information can be effectively used in the plenary.

Shared marking

This can be work from a pupil in the class or from another class. This can be done in pairs, as a group using paper, or as a class on a Visualiser or the interactive whiteboard. Two pieces of work with the same title can be compared and used as a discussion point.

Paired marking

This is where children mark/evaluate each other's work together, looking first at one piece and then at the other.

This would not be expected to be introduced until children reach KS2 but there will almost certainly be some children who are ready to do this by the end of KS1. Children will be trained to do this through modelling with the whole class, watching paired marking in action.

Corrections

- Are done for simple 'right or wrong' surface features or transcriptional errors e.g. spellings the child should know (will differ from child to child and usually just 2 - 5 key words, depending on the child), incorrect letter formations, capital letters and full stops (for older children who simply forget), reversal of numbers in maths – often those errors which arise out of forgetfulness or lack of application
- Don't need to be done for everything, every time

- Help to prevent children from reinforcing errors - the errors corrected are things children need to be getting right automatically, so their thinking can be directed to the quality and effectiveness of their writing or their maths work.
- Can be done quickly and independently.
- Need an acknowledgement mark.



Improvements

- Are much 'weightier' than corrections
- Are short but highly focused and relate to the quality, structure or effectiveness of the writing or in maths, guidance as to how the learning can be taken forward
- Result in an actual *improvement* to the writing or maths work
- May need adult help, e.g. some reteaching, modelling etc (whole class or group, whatever is most appropriate), before being undertaken. This requires a flexible approach to planning but goes a long way to meeting the needs of all children and 'closing the gaps' in learning
- May need a prompt as part of the marking, either to make the child think or to show the child what you mean:
- Are an integral part of the teaching and learning within a unit and, as such, are carried out in literacy or maths sessions, often at the start before moving onto the new learning
- Need to be acknowledged

Marking/ feedback Codes

- All work will be marked in red pen
- ✓✓ In Reception/KS1/KS2 a double tick next to the Learning Objective shows that a child has achieved the Learning Objective
- ✓ In Reception/KS1/KS2 one tick next to the Learning Objective shows that a child has achieved some of the Learning Objective
- ✓✓ A double tick in the child's work shows where they have shown good learning and deserves specific praise for success
- ✓ One tick in the child's work shows where they have shown some good learning
- Children to tick ✓ against their Success Criteria as a self-assess tool
- When applicable children to self-assess their learning using traffic light colours. This should be done next to the Learning Objective
- In KS2 children to initial their work and provided with 'response time' to acknowledge and act on their marking feedback
- Children to mark their work in green
- **Yellow highlighting** to be used to highlight areas for improvement/growth against the Learning Objective
- **Pink highlighting** to be used to highlight success against the Learning Objective
- **Pink** and **Yellow** highlighting to be used by the teacher to differentiate between comments made when marking



In addition to the above:

(I)	This work has been done independently
(S) or (Guided)	Supported work from an adult, e.g. TA support, Class Teacher, guided session
	Used to raise child's awareness to a specific error e.g. spelling, repetition, poor word choice, place value, calculation error, inaccurate labelling, measuring etc
Comment	Comment underneath a piece of work, highlighting successes (can be bullet points)
(T)	Target or Next Step comment for the child to extend their learning. This can be a reminder prompt, scaffold support or question to extend thinking
	For younger children a speech bubble can be written on the work to show what was fed back orally to the child by the teacher
(HP)	A House Point awarded at the teacher's discretion

Please see appendices for the additional marking guidance for children appendix

Appendix 1 Reception/Key Stage One marking guidance for children



<p>✓ or ☺</p>	<p>Correct, well done! Great work!</p>
<p>✓✓</p>	<p>I have shown great learning today!</p>
<p>✓✓</p>	<p><u>In</u> my work shows where I have shown fantastic learning</p>
<p>✓</p>	<p><u>In</u> my work shows where I have shown some learning</p>
<p>Pink highlighting</p>	<p>Brilliant learning! Well done!</p> 
<p>Yellow highlighting or a circle</p>	<p>Shows where I can improve with my learning</p>
<p>(T)</p> 	<p>A target for my learning.</p> <p>Look for a target (T) or next step (↳) to help you to improve. Give the challenge or question a go. I might need to circle the correct answer or correct my work</p>



How can I help with my learning?



Use a **traffic light** colour to show how well I think I have learnt in the lesson:

I am happy with my learning 😊

I am happy with some of my learning 😐

I would like some help with my learning 😞









Appendix 2 Key Stage Two marking guidance for children



✓✓	<u>Next</u> to the title shows that I have achieved the Learning Objective
✓	<u>Next</u> to the Learning Objective shows that I have achieved some of the Learning Objective
✓✓	<u>In</u> my work shows where I have shown fantastic learning
✓	<u>In</u> my work shows where I have shown some learning
Pink highlighting	Some brilliant learning! Well done!
Yellow highlighting or a circle	Shows where I need to improve with my learning



How can I help
with my learning?

	<p>Use a traffic light colour to show how well I think I have learnt in the lesson:</p> <ul style="list-style-type: none"> I have understood the learning very well and feel confident 😊 I have understood some of the learning in this lesson, but am still a bit unsure 😐 I do not feel very confident about my learning in this lesson and would like some help 😞
	<p>Read my marking and initial it . Think ... 'What can I do to achieve even more?'  </p>
	<p>Look for a target (T) or next step (👉) to help you to improve. Give the challenge or question a go. I might need to circle the correct answer or correct my work</p>

On 01/07/2023 (date)
Date to be reviewed 01/07/2025 (date)
Signed on behalf of the setting



Name of signatory David Martin
Their role Headteacher