



Nursery Hill
Primary

Marking and Feedback Policy

2020-21

Our policy for feedback supports our vision by:

- Recognising that feedback is an essential part of planning and assessing teaching and learning.
- Teachers completing Live Marking during Lesson time where appropriate so that children make immediate progress (this may be evidenced by a word/phrase written by the teacher)
- **A range of assessment strategies that may be used during the lesson rather than at the end.**
- Ensuring the purpose of feedback is to assist learning.
- Ensuring feedback is, regular, frequent and purposeful.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to feedback throughout key stage 1 & 2.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and informing future planning.
- Provide on-going opportunities for self-assessment.
- Teaching children to recognise what they do well.
- Fostering a culture whereby it is okay to make mistakes but good to learn from them.
- Ensuring feedback is regular and frequent.
- Encouraging pupils to accept help/guidance from others.

Our procedure for feedback:

At Nursery Hill Primary, we believe feedback should:

- Acknowledge each piece of work.
- Marking must be manageable for staff and completed in green pen with the child if possible. It must also be consistent within the key stage and use the codes identified, in order to support children's understanding by using visual clues.
- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific success criteria and targets known to the pupil in advance.
- All comments should be a constructive statement on how to improve.
- Teacher led groups will be set a gap task extending their understanding/learning.
- Take account of individual understanding and application.
- Provide pupils with the opportunity to assess their own work and that of others.
- **High standards of presentation and pride in ones work** is expected and may be commented on after the learning objective has been considered. **All practitioners across the school must also model high standards of presentation and handwriting skills.**
- All work should be dated and titled using an "I understand or I know" statement reflecting the learning objective (WALT).
- Success criteria (WILF) that will be marked against however will not always be written in books.

Types of feedback:

Summative marking

- This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong.
- This can also be marked by the children, as a class or in groups.

Verbal Feedback

- Nursery Hill Primary recognises the importance of children receiving regular verbal feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment this will be noted by the teacher by feedback **VF** next to the section of work discussed.

Formative feedback/marking

- This is used for any piece of work that is marked in the absence of the child, and should be a generic comment (e.g. check your punctuation).
- Gap tasks should be set where there is a misconception or an opportunity to deepen understanding.
- Useful gap tasks include:
 - Reminder prompts (e.g. 'what else could you say about the prince's clothes?')
 - A scaffold prompt (e.g. 'What was the monster doing?', 'the monster was so angry that he...')
 - A key word prompts (e.g. Word choice)
 - Consolidation opportunities (e.g. a calculation error addressed from maths, 5 a day.)
 - Linking their knowledge and understanding (e.g. How does this behaviour relate to...)
- In order for the feedback to be formative, all corrections and gap tasks need to be completed by the children. Therefore, when work has been marked in this way, time must be given for children to read and respond based on the improvements suggested.

Self-assessment

- Where possible, pupils should self-evaluate by identifying their own successes and areas for improvement. In addition, pupils may be asked to mark their work in pairs, to engender discussion about the work.
- Children will make additions and revisions to work in red crayon in year 1 and red pen in years 2-6.
- **Across both key stages**
- A series of codes and symbols are used across school to support children with visual cues for their feedback. Where possible immediate feedback should be given (*verbal using key word prompts*)

hp

House

Points

sp

Spelling mistake

gr

Grammar
mistake

^

Insert



Indicates mistake



self-correction



New paragraph

H

Handwriting

G

Guided group

VF

Verbal feedback

Additional symbols used in Key stage 1



Notes on symbols for KS1:

- Spelling mistake: Focus on common exception words and subject specific words. Children to copy the correct spelling beneath a teacher's example (a maximum of three spellings, per piece of work, should be given in key stage 1).
- Number and letter formation: Teacher to model correct letter formation for child to copy three times.
- Look carefully: to have a comment explaining what to look at.
- Upper/Lowercase letter: To be modelled by the practitioner.
- Rewards: All practitioners can award stickers or house points for outstanding pieces of work

Monitoring, Evaluation and Review

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

Last reviewed July 2020

Appendix A

Covid-19 pandemic recovery

Live marking

Staff can continue to use live marking in lessons adhering to the government guidelines.

Maintaining a distance between people whilst inside and reducing the amount of time they are in face to face to contact lowers the risk of transmission. A 2 metre teaching space has been demarcated at the front of each classroom. Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. For staff using live marking this should be done side by side and for interactions that are less than a minute.

Marking of pupils books

Government guidance states 'pupils and teachers can take books and other shared resources home, although unnecessary sharing should be avoided, especially where this does not contribute to pupil education and development. Similar rules on hand cleaning, cleaning of the resources and rotation should apply to these resources.' Staff should adhere to the hygiene measures in place in.

In the event of a local or national lockdown

Work for pupils will be set through the remote learning platform.

- Regular positive welcomes on the class story.
- Provision for home learning is a reflection of the school and the quality of education. Staff should endeavour to provide the highest quality of feedback and support.
- Gap tasks will be set where possible
- Proactive - Ensure you are following up pupils who do not engage and providing paper packs where necessary.