

Powerful Hornbillers are  
positively engaged citizens



# Marking and Feedback Policy

September 2022

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## Powerful Hornbillers are positively engaged citizens

### Hornbill School's Mission

Our values led, multicultural school promotes a happy, safe & caring environment that is committed to helping all children experience success, whatever their background or abilities. Our children build their learning power as part of a learning community in which they all become resilient & self-assured whilst achieving the highest standards on all they set out to do. The health, safety and wellbeing of every child is our paramount concern.

### Building Learning Power

Hornbillers are caring, courteous citizens of Hornbill School who are powerful learners because of their: **curiosity**, **creativity** and **courage** and their **reflective**, **resilient** and **energetic** ability to **communicate** and **explore**.

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## 1. Principle

Effective Marking and Feedback:

- Relates to learning outcomes focussed on during the lesson
- Gives children recognition and appropriate praise for the success of their work
- Encourages children, by demonstrating the value of their work, thought and effort
- Ensures children make progress by understanding how to improve their work
- Is accessible to children and manageable for teachers
- Is applied consistently across the school
- Measures progress against targets, school or national expectations
- Provides a tool for teacher assessment – diagnostic, formative or summative
- Helps the teacher to evaluate teaching and inform future planning

## 2. Aims

Our aim is to undertake marking and feedback in such a way that it is likely to improve children's learning and self-esteem whilst providing opportunities for self-assessment.

Effective marking and feedback will help children to become reflective learners and to close the gap between current and desired performance.

### 3. Teaching and Learning - our marking and feedback approach

At Hornbill School, we see marking and feedback as an integral part of teaching and learning, that is inextricably linked to our curriculum. We believe that effective marking and feedback tells children how well they have done, and what they need to do next in order to improve their work. We seek to provide children, teachers and parents with the necessary information to support continued progress across the full National and School curriculum. In order for marking and feedback to be effective, it is important that both the teacher and child participate in the process.

- Verbal feedback

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although sometimes we give feedback on a particular session at the beginning of the next one. When lesson time does not allow for verbal feedback, we provide written feedback.

- Written feedback

We give written comments to children of all ages, appropriate to the child's age and sensitive to their abilities and capacity to understand. We aim to give children the skills to respond successfully to marking and feedback. When it is not possible to mark when the child is present, we will give children the appropriate time to review, reflect and respond to marking and feedback. If a child is not able to read and respond to marking independently, for example in EYFS, we put other arrangements for verbal communication and feedback in place. Sometimes comments are also used to inform parents/carers/staff of children's learning and development. Our aim is for marking to have a significant impact on children's learning and future work.

- A positive process

We aim to make our marking and feedback a positive process. The focus is on identifying strengths and recognising effort made by a child before identifying improvements. Marking is in accordance with the lesson outcome and success criteria. We make clear where the learning outcome/success criteria have been met, where they have not, and why. In both cases, we identify what the child needs to do next in order to improve future work

- Focus on improvement

Our marking focuses on improvement. The aim is to have a positive effect on the next piece of work produced by the child. Future pieces of work should provide evidence of children working on the targets and development points given to them. This will then be acknowledged by teachers in order to demonstrate progression in learning. We focus on the outcomes for each piece of work when marking, and these outcomes are shared with the children before each piece is started. Children may be provided with, or collectively identify, success criteria. This helps to raise children's awareness of the specific points, e.g. content, expression, vocabulary, grammar, genre, which will be the focus of marking.

- Consistency

We aim to apply our marking and feedback procedures consistently across school. The outcomes from marking and feedback will be used to inform teachers' judgements on children's progress and to inform future planning. We use an agreed marking code, as this ensures that we all mark in the same way, and the children are taught to understand it. The extent of our response to a piece of work is determined not by the number of errors found in it, but by our professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Comments will

usually focus on one or two key areas for improvement at any one time and not all errors will be corrected when a piece of work is marked. Feedback could link to both the curriculum focus of a lesson as well as a child's current English and maths targets.

- Promoting self-assessment and peer-assessment

Whenever possible, marking and feedback will involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate. We encourage children to mark, self-evaluate and peer assess (as appropriate for level of maturity and ability). We aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning outcomes and key expectations for the task right from the outset.

- Reflection

We take care to allow time, perhaps at the beginning of the next lesson, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We believe that learning is maximised when children enter into a dialogue about their work. This is also a time when we can work with children on a 1-to-1 basis

#### Marking Strategies:

- Summative marking - usually consists of ticks and crosses and is appropriate for closed tasks or exercises.
- Focused marking - concentrates entirely on the learning outcome of the task. The emphasis is on success against the criteria and the improvement needed. Focused comments will help the child close the gap between what they achieved and what they could have achieved.
- Self-marking – when possible, children will self-mark closed tasks, individually, as a group, or as a class. They will also be trained to self-evaluate, identifying their own successes against learning outcomes and looking for points for improvement.
- Peer Marking– children will be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement.

## 4.Pupil Experiences

#### Frequency of Marking

- Marking will take place soon after the work has been completed and handed back as soon as possible. **All work should have some indication that it has been seen by the teacher.**
- Marking can take place during the lesson – providing immediate feedback, Marking should be ongoing to support long term projects.

#### Marking and Feedback Procedures

- Hornbills sheets are produced for each unit in English and Maths, and termly for other subjects, then placed in children's work books.
- Clear Learning Intentions are recorded at the start of every piece of work in the form of a number from the related Hornbill sheet.
- Children will be reminded of the agreed non-negotiable, criteria (handwriting, basic punctuation etc) and all children will self-assess their work against Hornbills at the end of the session.
- Children are encouraged to peer assess their work on a regular basis.
- Thumbs up and down (or a similar AfL strategy) can be used to judge progress during and at the end of the sessions.

#### In English:

- Teachers will mark the work of their guided group either within or following the session
- Home Reading Records are signed to indicate that a guided group or other reading activity where a child has directly taken part in reading has taken place
- Independent work will be acknowledged and a comment made where necessary
- Where children have demonstrated that they have achieved elements of the success criteria, the following will be used, indicated by making a comment about the achievement e.g. “This is an excellent use of an adjective”.
- Where the success criteria have not been met, the following should be used, indicated by steps for next steps: Make a “closing the gap” comment to prompt the child to improve one area. E.g. “Why do you think your character was feeling like this?” (reminder prompt) OR “Can you complete the following sentence about your character?” (Scaffolded prompt) E.g. “Choose one of these examples, or make one of your own, to develop your character further.”

#### In Handwriting, Spelling and Grammar& Punctuation:

- A comment will be made on all marked pieces of work where common errors are occurring or when children are not producing work appropriate to their target level.

#### In Maths:

- Open ended tasks (e.g. problem solving/ using & applying) Positive comment linked to the success criteria or learning intention. Next step comment with illustration of how to improve.
- Closed Questions: Tick for correct answers and cross for those to be corrected.
- Steps can also be used in the same form as English marking.

#### In the wider curriculum:

- Where children have demonstrated that they have achieved elements of the success criteria, the following will be used, indicated by making a comment about the achievement e.g. “This is an excellent use of an adjective”.
- Where the success criteria have not been met, the following should be used, indicated by steps for next steps: Make a “closing the gap” comment to prompt the child to improve one area. E.g. “Why do you think your character was feeling like this?” (reminder prompt) OR “Can you complete the following sentence about your character?” (Scaffolded prompt) E.g. “Choose one of these examples, or make one of your own, to develop your character further.”

#### Marking Code

sp or arrow	Spelling error – Check it
√ next to work	Correct
// NP	Paragraph
Smiley Face followed by text	Positive and encouraging comment on work completed and indication of meeting expectations
Cloud followed by text	A ‘thought point’ for children that may have improved their current work or could help them to move on in the future
Picture of steps or “Next Steps”	Next steps comment

## **5.Equal Opportunities**

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We continually review what we do, e.g. through monitoring and questioning the performance of pupils. This informs our judgement about how successful we are at being inclusive.

## **6.Quality Assurance**

Book looks, lesson observations, learning walks and pupil voice collection will be completed as part of the school quality assurance cycle.

Policy updated: **September 2022**

Next Policy update will be: **June 2023**