ROWAN GATE PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

POLICY REVIEW

This policy has been reviewed in line with the following: (Reviewer please tick box)

a) Ensuring the policy is up to date and meets mandatory requirements   √

b) Ensuring the policy is fit for purpose and that practice adheres to the policy.   √

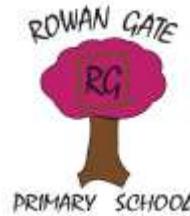*Policy Reviewed by*   *Sue Morris*

Policy reviewed in   *September 2023*

This policy be reviewed annually.

ROWAN GATE PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

This school policy reflects the consensus of opinion of the whole teaching and support staff and has the full agreement of the governing body.

"This policy reflects the philosophy of the Equality Policy, the Mission Statement and the School Aims in relation to the whole curriculum".

Introduction

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking will also provide focused feedback on the learning outcome/ success criteria for that lesson whenever appropriate.

The school policy will provide standardisation and consistency of practices throughout the school and will be monitored and quality assured by the Senior Leadership team.
The implementation of the policy is the responsibility of all teaching staff.

The Nature of Marking in the Education System

 • All work should be marked in line with the school's policy.

 • Marking should be constructive.

 • Marking should be completed by the teacher or TAs to:

- indicate achievement in relation to the learning outcome/success criteria;
- show pupils how they can improve their work, and
- show pupils how they have improved compared to earlier / previous work.

• As a result, it will:

- enhance the pupil's self-esteem and confidence;
- aid teacher assessment, and
- help pupils know how they can improve their work.

Definition of Learning Objectives and Learning Outcomes.

Learning Objectives: are what the teacher intends learners to learn; these are resourced from the relevant subjects 'Development of Skills' document.

Learning Outcomes:

Describe the skill that the child is learning in a specific lesson/activity

Marking and feedback at Rowan Gate Primary School

<u>Verbal feedback</u>

This can take the form of a discussion about work or a comment about the quality of work in relation to the success criteria. It provides direct contact with the pupils.

It is appropriate for all pupils to receive verbal feedback and for some pupils, this is the most comprehensive and meaningful method of receiving feedback. Teachers will need to use a variety of communication methods appropriate to the needs of the pupils in the class, in order to ensure that feedback is meaningful. They may need to consider gesture, signing, objects of reference and symbol communication systems to successfully include all pupils.

LO Stickers: annotation on LO stickers should give information about the child's progress towards the Learning Outcome.

Teachers must ensure time is given in lessons for pupils to review their work in light of the comments made, either with a member of staff or with a learning partner.

Written

This means notes or comments accompanied by the use of symbols, stamps, or stickers.

At Rowan Gate Primary School, pupils receive written feedback in their work books. This ensures that pupil progress is well documented, and that methods of access and outcome are clear.

Notes and comments should be constructive, positive and relate to the agreed learning outcome. Written comments are made on the learning outcome stickers Comments on the Learning Outcome stickers should reflect the learning that took place and the pupil's level of understanding.

Marking should serve as a permanent record for the pupil, staff, parents/carers and outside agencies if and/or when required.

Teachers should write in blue/black pen where the pupil is writing in pencil.

A visual representation is also appropriate for some pupils and this can take the form of symbols, stamps and or stickers. This depends entirely on the needs of the class and motivators that are appropriate. As a result, classes can choose their own symbols, stamps and stickers to use.

Specific marking methods

Codes for Annotating the Level of Support / Prompts

VP = Verbal Prompt (this is giving contextual clues, not mouthing the answer)
PP = Physical prompt (physically moving the pupils hand or arm to enable them to undertake the task)
HOH = Hand over hand
GP= gestural support (e.g. signing, facial expression)
AS = Adult scribe (Scribed by an adult but pupil's own words)
I = Independent

EYFS

Teachers will produce EYFS learning journeys for each pupil, where work and photographs are annotated and next steps detailed; ensuring a clear picture of achievements and progress is recorded for each pupil.

PRE-FORMAL

This is a personalised curriculum, linked to individual pupils' EHCP objectives; photographic evidence is annotated against individual Learning Outcomes.
The Engagement Model is used to support 'marking' and assessment; please see Appendix A

SEMI-FORMAL/FORMAL MATHS

Where a sum is correct it is marked with a tick. Incorrect sums should be marked with a dot and the pupil should be encouraged to make corrections for the teacher to tick as appropriate.

SEMI-FORMAL/FORMAL ENGLISH - Writing

When marking written work, the following symbols can be used depending on the ability of the pupil.

     ✓   = letter or word written independently

    Puntuation to be added in pen by adult where missing or incorrect, this should be shared with child where appropriate.

 Sp or correct spelling of word written above = spelling mistake

 -np = new paragraph

^ = add a word, word missed out

Appendix 1
Pre-formal 'Areas of Engagement'

INITIATION	PERSISTENCE	ANTICIPATION	REALISATION	EXPLORATION
• direct my body movements towards and adult when engaging in activity • initiate physical contact towards a member of staff when upset or happy • indicate a preference • initiate communication with familiar members of staff when seeking attention • initiate communication to a member of staff when engaged in activity • protest when a desired activity stops • protest when a desired object is removed • reach for a desired object when objects are just out of reach • reach for a desired object when provided with a variety of objects • search for partially hidden objects when playing alone • turn my head to observe the environment when	• demonstrate an interest in sights, objects and noises in their immediate environment • engage in tactile activities by keeping my hand on/in a substance • engage in co-active exploration proactively • explore a desired object, when provided with a variety of objects • explore small objects with their senses • follow moving objects, when tracking an object • keep holding large objects during periods of play • look at a person/activity, maintaining eye contact • concentrate on a task for prolonged time when working independently • copy a member of staff building towers of blocks when playing	• anticipate loud noise by startling less when experiencing sudden noises, e.g. doorbell, door slam • demonstrate general happiness when presented with familiar experiences • express eagerness when presented with a familiar person, activity or object • react excitedly to a change of environment when provided with familiar experiences • react consistently to stimuli when interacting with familiar activities, e.g. babbling starts/stops when a musical toy plays • anticipate a routine demonstrating an expectation of familiar actions when given an auditory or visual cue • anticipate physical contact with heightened emotional responses when working with staff • anticipate receipt of	• explore the uniqueness of self-produced movements when shown a mirror • localise a light source, a sound source or a moving object regularly without prompting from a member of staff • react excitedly to a change of environment or activity, when provided with new experiences • reinforce my choice/understanding with response, e.g. smiling • attend to changes pointed out by staff in their environment orally or visually when transitioning from activity • engage in new activities willingly when offered me by a familiar member of staff • explore objects when	• change their facial expressions when others faces or objects disappear from view • handle various objects with interest • demonstrate a range of different feelings consistently • imitate sounds in their own manner • respond excitedly to a familiar voice when a member of staff initiates interaction • respond excitedly to movements, texture, music • respond to an instruction positively or negatively when a member of staff initiates interaction • communicate consistent preferences with emotional responses when choices are provided • communicate to a member of staff with exclamations, e.g. saying "Uh-oh!" when something goes wrong • copy simple actions • follow a simple instruction

initiating play • communicate to a member of staff in different ways when experiencing different needs • apply a familiar action to a familiar activity after previous positive response • apply a familiar action to a new activity to try and make it work • apply a new action to a familiar activity after previous negative response • communicate with peers when I want to do something • initiate social games by taking a proactive role when engaged with a member of staff • move my body when trying to reach an object/ trying t explore • move towards a member of staff to attract attention when not engaged with task • react to a member of staff with anger if own actions are thwarted • communicate to a member of staff to attract attention when not engaged in task	with bricks • copy a member of staff to knock down towers when playing with bricks • explore an activity, an object for prolonged time when working co-actively • maintain interest in pictures while the content is named • observe events with interest when the events are happening to them • perform actions by trial and improvement when experiencing failed attempts • keep pushing different shapes through matching holes • put different objects into containers • request "more" of an action or object in their chosen form of communication • respond to activities consistently when them over extended periods of time • search for appropriate clothing visually • search for objects, when they fall out of sight • show an interest in	their preference with positive facial expressions when making a choice • anticipate the results of an action with excited mannerisms when staff undertake a known activity • undertake physical actions to gain rewards when provided with familiar activities • communicate surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed • indicate a preference when provided with two equally-liked items • react to a familiar member of staff with excitement after a period of separation • react with a heightened expressive response when offered continuation of an activity • react consistently to a variety of different sensory experiences when provided with familiar activities • respond to praise/ reward with positive facial expressions when successfully completing	given appropriate items, by scrunching, tearing, biting, banging, dropping etc • explore new objects willingly when offered by staff • indicate that I wish to handle a new/unfamiliar object • manipulate materials in increasingly complex ways when given intricate objects • move towards a new/unfamiliar object • pat a picture in a book to indicate recognition when staff asks me to find a specific item • pick up and look at a new/unfamiliar object • try a new food willingly when offered by a familiar member of staff	when accompanied by gestures and context • imitate the actions of others during interactive play • imitate the expressions of others during interactive play • explore facial expressions visually when working with others • explore the outcome of handling objects, e,g, banging, dropping, scrunching, shaking, sliding etc • point at people or objects with my fingers/eyes when interested in me • release an object voluntarily when offered a new object • stop and face environmental sounds • track different sensory stimuli (sound, smell, objects) briefly when provided with new stimuli • watch the activities of members of staff with interest when the interactions happen nearby

	books when 'reading' with a member of staff	a task - test the responses of members of staff by seeking attention before attempting new or previously prohibited activities		