



The English School of Mongolia (ESM) Junior School (JS)

Marking and Feedback Policy

ESM JS acknowledges that **marking and feedback** is an essential part of learning and assessment, planning and teaching, thus it needs to be standardized to ensure the best practices to be in place. It should be constructive to allow the students achieve more through ongoing improvement of their learning and should highlight the achievements the students have had.

If the marking and provided feedback are effective, they allow the students see the gaps in their learning and understand what steps they need to take to fill those in both working independently and accepting others' help.

At ESM we aim to mark positively whenever possible to enhance student self-esteem and confidence.

Effective marking should:

- *Allow to see children's learning*
- *Inform students how well they are doing*
- *Inform about and guide with what students need to do to improve their learning*
- *Leave students with action points*
- *Appreciate student work*
- *Provide reasonable recommendations and advice*
- *Establish continuity in comments from one piece of work to the next*
- *Be standardized and consistent across the Junior School*
- *Inform future planning and learning*
- *Show the strengths and the areas to develop in the student's work to the parents*

2 Responsibilities

2.1 The Head of Junior School (HJS) and the Grade Level Coordinators (GLC) will:

- Monitor marking and feedback through children's work and discussion with children.
- Support staff feedback in order to raise standards.
- Ensure that marking and feedback is manageable for teachers and staff.
- Involve all adults working with children in the classroom in implementing the policy.

3.2 Teachers will:

Ensure that marking and feedback will:

1. Give recognition and appropriate praise for achievement;
2. Allow specific time for children to read, reflect and respond to marking, so that they become aware of and reflect on their own learning needs;
3. Give clear strategies for improvement;
4. Respond to individual learning needs, marking face-to-face with some and at a distance, or providing opportunities for independent and peer marking for others;
5. Use assessment and marking to inform future planning and individual target setting.
- 6.

3.3 Teacher Assistants and Learning Support Staff (EAL and MSL teachers) will:

- Ensure that they are aware of the school's marking and feedback provision policy and check with the teacher about the appropriateness of marking and feedback in their teaching situations
- Ensure that the teacher is made aware of any difficulties and successes that a child may have.
- Use knowledge of how children responded in order to assist in the planning of the next lesson.

3.4 Parents will be:

- Encouraged to take an interest in the progress of their children and to contact the teacher if they have any concerns about their child's learning;
- Encouraged to understand how marking and feedback can be used as a real tool for learning and improvement;
- Encouraged to understand that their child's developing independence and responsibility for their learning are enhanced through opportunities to review, consider and edit their work whilst it is still relevant and current.

4 Forms of Marking and Feedback

At ESM we use a variety of marking strategies to let our students reach the highest level of achievement based on their abilities. All written feedback provided by staff is expected to be written in a neat handwriting readable and clear to the students and parents. The following forms of feedback may be provided:

4.1 Verbal Feedback: At ESM we recognize the importance of children receiving regular oral feedback. Adults talk to children about how they have met the learning objective and their success criteria. Through discussion, teachers correct any misunderstandings and extend learning by giving next step advice. Children of all ages need verbal feedback from time to time, but this is particularly important in the early years, Y1 and Y2 and some SEN pupils who are unable to read a written comment.

4.2 Acknowledgement Marking: All written work should be acknowledged by a tick at a minimum and adults could use short phrases to acknowledge an aspect of work or effort – e.g. great story, super handwriting, excellent effort or use a smile face symbol.

4.3 Self-Marking: Children are given the opportunity to mark, correct and edit their own work. This is usual in response to *Success Criteria* or actual answers given by the teacher or teaching assistant (TA).

4.4 Paired Marking: Children are asked to mark the work of a classmate as part of effective teaching and learning practice. They do this against the '*Success Criteria*' set out for

the lesson. Children will be encouraged to write a ‘constructive comment’ as to how the work could be improved. Children should do this in pairs so that the author has ownership of the work.

4.5 Next Step Marking and Feedback (Bubble Marking – Appendix 2) this is carried out by the teacher or other adult. It should be of the highest quality and, to be effective, should include these elements:

1. *positive comments about what the learner has done well, focusing on the learning expectations for a particular piece of work.*
2. *A brief indication of how improvement can be made with a next step activity placed in a bubble (Appendix A example). The purpose of a next steps activity is:*
 - *To Remind*
 - *To Extend*
 - *To Support*
 - *To Practise*

Examples of next step activities:

- **A simple reminder of what could be improved;** e.g. ‘*What else could you describe here? Can you say the same thing using another word for nice?*’
- **Provide some support,** e.g. ‘*What was the weather like?*’, or ‘*Describe the nature.*’
- **Extend thinking,** e.g. ‘*Write a word problem using this calculation.*’
- **A choice of actual words or phrases,** e.g. ‘Choose one of these: The worried man ran headlong down the deserted street; Anxiously, the man careered down the empty streets.’
- **Practise a skill:** ‘Write five sentences with the noun from the list’

Time will be planned for the children to read comments and act upon them – this is usually at the start of the next lesson following the marking, but can be carried out at other times of the day such as the circle time.

The marking and feedback *Agreed Actions, Abbreviations and Stamps* can be seen in **Appendix 1**.

5. Marking within subjects

5.1 English, Mathematics

- Each child will have at least one piece of work marked each week giving detailed feedback to the child and a next steps activity (bubble) for children to complete. This may increase in a specific writing week within a Literacy unit where children will need to improve aspects of their writing before completing an independent piece of writing as part of their summative assessment.
- All written work will at least be ticked to recognise the work a child has completed and where relevant an acknowledgement sentence or short phrase can be used e.g. great effort or a smiley face.
- In KS1 and KS2, writing in English lessons needs to be marked either using a success **criteria grid or marking ladder** (Appendix 3). This will support adults and children to focus on aspects of writing that are or are not evident in their writing that need addressing and will support next step marking and teaching.
- Spelling mistakes need to be highlighted in written work and opportunities for children to correct spellings (a maximum of 5 per piece of work) These should be highlighted and

from year one upwards, children find words using word cards to correct their own spellings. Spellings that are identified should link to common exception words from current or previous year groups or words linking to those explored in spelling lessons.

5.2 Math and Science

- All Math and Science written work should have at least a tick to acknowledge the work or an acknowledgement sentence/ short phrase or symbol e.g. smiley face to recognise the work a child has done.
- In Math mistakes need to be highlighted with opportunities for children to correct their answers. Mistakes that are identified should link to common topics from current or previous year groups or be linked to those explored in math lessons.
- Next steps marking should take place at least every 3 weeks.

5.3 Inquiry, Arts, P.E. and Mongolian

Some subjects are difficult to mark due to their practical nature; but

- All written work should have a tick to indicate that recorded work has been seen.
- Spelling mistakes/ basic punctuation errors need to be highlighted and opportunities given for children to correct these (a maximum of 5 per piece of work)

6. Moderation

Opportunities for work to be marked with other teachers will be provided as necessary to develop consistency of expectations and moderation of standards.

7. Monitoring and Evaluation

Each term, the Junior School Senior Leadership Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- 7.1** An improvement in children's attainment,
- 7.2** Teacher testimony concerning the usefulness and manageability of the marking system.
- 7.3** Consistency in teacher's marking across the school.
- 7.4** An awareness on the part of the pupils of what is expected of them.
- 7.5** Improved presentation

Marking icons and stamps will be shared with all pupils and displayed in the classroom so that they are understood by everyone.

APPENDIX 1: Agreed Actions, Abbreviations and Stamps

1 Agreed Actions

	Teachers will use green to mark children's work in Purford Green and blue in Potter Street.
	Y1 – Y6 pupils will edit their work in purple pen or pencil known as the 'purple pen of progress' in Purford Green. Green pen will be used in Potter Street.

	Peer marking should be in pencil and initials indicated by the peer marker.
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2 Abbreviations

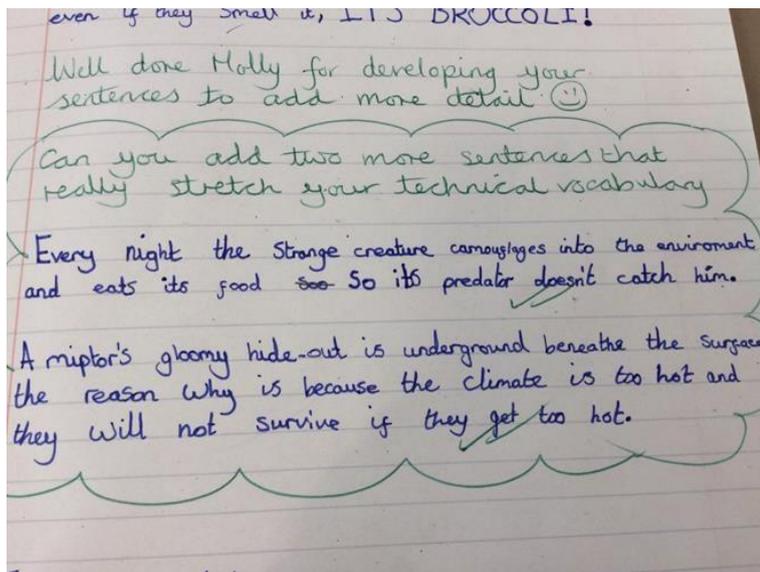
	Symbol
Verbal feedback With short explanation of VF	
Supported work	
Word omitted	
Spelling mistakes underlined (wiggly or straight line)	

	Symbol
Independent work	
New paragraph needed	
Something done well e.g. good sentences punctuation, vocabulary=double tick	
Check for spelling mistakes and correct them.	

3. Main Pedagogic Stamps

 Remember finger spaces	 Listen for sounds.	 Check spellings
 Missing Full Stops	 Check your pencil grip.	 Handwriting Ascenders and descenders!
 Missing capital letters	 Target reached.	 Look carefully, does it make sense?
 Form your letters carefully.	 Great ideas!	 Capital I

Appendix 2: Next Step Marking (Bubble Marking)



Appendix 3: Success criteria

grid examples Year One

	I think	My TEACHER thinks

	I think	My teacher thinks
		
		
		
		
		

An example For narrative writing

Genre Aspects	Tick or dot	Sentence/ punctuation and grammar aspects	Tick or dot
Setting description		Use subordinate clauses in complex sentences	
Character description		Fronted adverbials	

Exciting story language and vocabulary appropriate to narrative		Inverted commas and other speech punctuation	
Interaction between characters – eg dialogue		Conjunctions when, if, because, although	
Story structured to include an effective ending		Adverbs and connectives to hold text together	
Ed sentences – writing style/build an image		Link ideas within a paragraph or section using nouns and connectives	

Last reviewed: March, 2019