

Marking & Feedback Policy (Primary)

Department Owner	Operations (National)
Section Owner	Education
Approver	E-ACT Education & Personnel Committee
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Marking & Feedback Policy

1. Aims of feedback and marking

- 1.1 Feedback and marking is an integral part of assessment. We aim to provide a system that is consistent and continuous across each stage within our school. Feedback and marking will inform planning, be diagnostic and enhance children's learning by offering guidance on how work can be improved. Quality feedback and marking allows for self-assessment where the child can recognise their difficulties and mistakes/areas of development and encourage them to accept help/guidance from others. Furthermore, to reinforce learning through reflection. We do this positively to enhance self-esteem and confidence. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against personal targets, learning intention.

2. Purpose of feedback and marking

To assist learning

To provide information for assessment

To encourage, motivate, support and promote positive attitudes

To inform planning

To promote higher standards

To correct errors and clear up misunderstandings

To recognise achievement, presentation and effort

To provide constructive and focussed feedback

To show pupils that we value their work

To allow pupils to reflect and improve on their past performances and to set new targets/next steps together with the teacher

3. Principles of feedback and marking

3.1 At Nechells Primary E-Act Academy marking should

Be related to specific learning intentions which the pupil will know in advance

Be constructive e.g. *Next time I expect to see / In order to improve / It would be lovely if*

Use modelling by identifying examples of where learning intention has been met by using a 'Good to be Green' highlighter.

Identify next steps by using 'Pink for think' highlighter.

Use blooms verbs to create questions as prompts for children to answer as a way to extend learning

Be related to needs, attainment and ability

Follow consistent practice throughout the school

Ensure that pupils know how well they are doing and what they need to improve to make further progress

Provide pupils with opportunities to assess their own work and that of others – in red pen.

Be marked as quickly as possible.

Homework should be marked with a tick and/or stickers/dojos for good efforts

The colour of the pen used for marking should be green.

Children should be encouraged to use growth mind set to help them identify their own next steps – in red pen.

Children respond to comments after marking with purple pen.

Adults will check these responses and mark these off with a date or if support has been given 1:1 will be recorded.

4. Rewards

- 4.1 These will be in accordance with our behaviour policy and will be in the form of a dojo point, house points or silver/gold card.

5. Professional Judgement

- 5.1 Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when providing feedback and marking. Teachers must use their professional judgement when deciding how many corrections to mark.
- 5.2 Teachers may plan to mark groups of work, so that they can focus on developing particular skills with targeted groups.
- 5.3 Feedback and marking is for the direct benefit and improvement of the children's work. It is therefore undertaken by the teachers to inform the child of the progress they are making and the targets they need to work towards.
- 5.4 At KS2, children should be given the opportunity to respond to marking at least twice a week across: English, maths, Maths meeting and Reading. At KS1 this could be done in conjunction with an adult. Topic and Science should be deep marked at least once a term.

6. Marking code

- 6.1 Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we believe that a common framework is helpful and have provided this in appendix A.
- 6.2 The following agreed code will be displayed in every classroom so that all children are aware of the meanings of the various markings.
- 6.3 KS1 teachers will use the code as an aide memoir as appropriate to the ability of the child.
- 6.4 Comments should be written whenever possible, giving targets for future work or addressing gaps.
- 6.5 We will ensure that time is allocated within the teaching day for pupils to respond to their written /oral comments by the class teacher in order that they can act upon development points.

7. Presentation

7.1 We have high standards in presenting all work in school displays and the teacher's writing will use the school handwriting style – letter join.

7.2 We expect the children to:

Always do their best

Follow instructions

Year 1 onwards to date work: English and all other subjects except maths– date to be written in full. Maths date are to be in numerical format: 00/00/00

Form letters correctly applying our handwriting scheme, building to joined style Position themselves correctly on chairs e.g. left hander

Repeat unsatisfactory work in child's own time

Lay out work as explained by the adult

Name loose sheets of paper

Use sharp pencils and appropriate pens once a pen licence has been given.

Do all maths work in pencil and write in squares

Do all diagrams in pencil

7.3 What we will accept:

Always

The children's best work

To correct written work neatly by placing a ruled line through the mistakes Use of red polishing pen to edit and improve work

Sometimes

Ask the children to copy out work for display

Low quality work if the child's work is not up to standard for health / social reasons

Low quality presentation if content is more important

Never

Scribble

Defacing / cutting of books

Crossing out by scribbling

Altering one letter by over – writing Doodling

Filling in letters

Giant full stops

Felt tip pens used for writing or

colouring Writing on top of writing

Going over letters

Writing on others' work (unless peer marking)

Appendix A: Marking Code

Subject Specific - Literacy

Green highlight to indicate something which the pupil has done well, e.g. linked to the LO, particularly good/varied sentence openers, vocabulary or punctuation.

Pink highlight to indicate a spelling or grammar error (but these should be age appropriate rather than general errors). Spellings should be appropriate to the age/stage of the pupil, but do ensure high frequency words and common exception words are picked up! Use the symbols below and/or your next steps to help pupils know what to correct.

w = Choose a different word. The word you have chosen isn't right, or you could use an even better one.

p = punctuation error

sp = spelling error (These should be then written below the work for them to practise).

? = this part does not make sense. Rewrite it.

^ = a word or phrase is missing

t = check your tense

VF = verbal feedback given

In Writing, children should be given opportunities to correct their own work during drafting stages. Use the symbols above to indicate what needs correcting.

Pupils, using the purple pen at the start of a lesson for DIRT, are given a planned opportunity to:

- 1) Edit their work in response to teacher marking.
- 2) Complete any questions or challenges the teacher has set them.

Quality Student marking should be evident at least twice a week (see suggestions below).

Remember, this must be modelled first. You could begin with whole class modelling on the IWB, before moving on to small group and paired feedback. Games like 'sentence doctor' are a great way of teaching pupils that mistakes are part of learning and can develop a pupil's ability to edit and improve their own work.

Key Stage One and EYFS Specific Guidance

Reception adults will follow the above guidelines when marking the weekly adult led Literacy focus. Adults will also ensure they collect further evidence to be presented in the back of the Literacy book. This evidence will be dated, initialled and linked to development matters and will include another piece of work linked to the current unit/ objective (less adult supported), one or more pieces of work evidenced from letters and sounds sessions (a range of evidence - reading/ writing/ ICT), and one or more pieces of emergent writing (independent work) a week.

In Reception in the first term, Cold and Hot write's will be presented as Cold and Hot tells, typed or written by an adult as the child says the text word for word. In the Spring term children who are capable of writing words and sentences to be encouraged to write as well as tell and children still struggling with letters and sounds to continue to 'tell' the texts and be encouraged to write initial sounds of key words. In the Summer term, again depending on the ability and progress made, few children may still be telling rather than writing a text.

In Reception and Key Stage One visual cues are used to help move the learning forward. These are displayed in classrooms to promote the children's independence in accessing this type of feedback.

In Reception and KS1, we encourage all children to use a joined cursive style, however we recognise that some children are still working on letter formation; these children will not join their letters until they are correctly formed.

Subject Specific - Mathematics

All work ticked or dotted using a green pen (DO NOT use crosses for mistakes). LO's should not be marked and instead the fluency/problem solving/reasoning is to be marked to reflect the depth of learning which has taken place. Where a child has successfully completed that aspect of the lesson, that part of the lesson should be highlighted on the sticker in **green**. If a child has begun this part of the lesson, but has not successfully grasped this part of the lesson then the sticker should be highlighted **yellow** to signpost this.

Use of the **'think pink' highlighter** can be used to provide children with an opportunity to spot a mistake or misconception. This may be addressed during the maths lesson or within the beginning of the next lesson at the latest possible point. Sometimes children may not be able to recognise what mistake they have made and support should be given and referenced in marking where this is the case. The use of 'VF' would show that a child has been given verbal feedback to support them to understand their mistake or misconception.

Next steps are a good way of moving learning forward and these should be used when appropriate to a minimum of twice per week. Next steps may be providing children with the opportunity to grasp the next part of the teaching sequence from the lesson or even a challenge; they may also be used to address mistakes or misconceptions. **Pupils should always respond to next steps using a purple polishing pen.**