



Marking and Feedback Policy 2018-20

Document provenance

This policy was approved by Trustees as follows –

Education and Personnel Committee	Date: February 2018
Frequency of review: every two years	Next review date: February 2020
ELT Owner: National Director of Education	Author: Regional Education Director (North)

Summary of changes at last review:

- Changes made to correct punctuation
- Changes made to make the text clearer
- Took out references to tickled pink and going for green as these are now outdated practice
- Took out some academy-specific marking which wouldn't apply to all academies e.g. marking in blue or black pen

AIMS

1. To correct errors.
2. To encourage a dialogue to develop between student and teacher.
3. To highlight mistakes made through carelessness.
4. To encourage students to learn from their mistakes.
5. To encourage students to have a sense of pride in their work.
6. To give students an idea of their level/achievement.
7. To model high expectations, especially handwriting.
8. To assist Assessing without levels (SPTO) and logical progression of work through informing short term planning.
9. To facilitate effective and realistic target setting for student and/or the teacher.
10. To establish a consistent approach to the way pupils work is marked based on expectations which are clear.

PRINCIPLES

- A dialogue should be created between teacher and student. **All work is marked in red or pink pen, so it stands out from the pupils' work.**
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- When marked books are returned to pupils, Dedicated Independent Reflection Time (DIRT) must be allocated for pupils to read the comments and write a comment back to the teacher. **Children always respond in green pen - their polishing pen. Adults to acknowledge children's responses by ticking their response in red or pink pen**
- All marking should be sensitive and make clear the 'next steps' in a child's learning. It should encourage gains in learning rather than over-emphasis on technical errors.
- Remember to praise when there is an improvement in effort/work.
- If a child makes a repetitive error e.g. no full stops, the teacher needs to support the child to improve not make a repeated reference to it.
- Similarly indicating every error is rarely helpful. There are several alternatives;
 - indicating an error the first few times it appears, but not subsequently.
 - concentrating upon one particular error for a period of time while ignoring others.
 - indicating every error in a limited section of a piece of work.
- Pupils should be made aware of the criteria being used for marking - the toolkit, prove it or success criteria.

PLANNING FOR MARKING

Teachers should plan for the use of a variety of strategies to ensure that pupils are part of the assessment process such as:

- Verbal feedback – teacher and pupil;
- Quality/focused written marking with time for follow up;
- Peer feedback – pupil and pupil;
- Opportunities for discussion either as a whole class or in groups.
- Marking should sometimes take place during a lesson where the child is present.
- **HLTAs/TAs should mark the work of the pupil(s) they have been working with (& initial their feedback) emphasising the importance of close liaison between teacher and HLTAs/TAs in the planning process.**
- **Instant feedback in lessons is encouraged and adults walking around marking a child's current work is good practice. Adults sitting with a queue of children waiting for work to be marked and marking a different lessons work during a lesson is not good practice and if seen will be challenged.**

MOTIVATING PUPILS THROUGH MARKING

Teachers should use a mix of strategies to motivate and encourage pupils' enthusiasm to learn through:

- Suggesting alternative ways in which they can improve their work; Positive acknowledgement of correct work; Encouraging comments on areas for development; stamps, smiley face stickers or other symbols; full use of the academy's positive reinforcement (referral) procedures - house points, silver/gold cards, passport to learning.
- Teachers should employ differentiation of feedback in a manageable way and at the same time ensure that

pupils know how they can move forward. This can be achieved by modifying the comments to suit the age, ability and individual learning needs of the pupils.

All handwriting, by pupil and adults, in all lessons, must follow the Handwriting policy.

Unless a child is an accomplished writer the LO & SC should be printed out and available for children to stick in (or have been stuck in if appropriate).

There are three main types of written feedback that teachers can use and children can expect to see:

1. **Achievement marking** (every piece of work - in every lesson, regardless of the subject/focus etc.) Checking that the work has been completed and the level of achievement
Highlighting over the L.O. - Learning Objectives & S/C as modelled below:

L O achieved	L O nearly achieved	We do not pink an LO as children should achieve something in a lesson - however, on very rare occasions this may be necessary.
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2. **Quality Teacher Marking**

- a. Including 'Closing the gap' comments as detailed below. As a minimum at least 1 piece of writing and 1 piece of maths per week and 1 Topic lesson per week.

The L.O should be highlighted in the appropriate colour to assess the achievement in the piece of work. Closing the gap comments should then be written as described below:

Next Steps

Advice for how they could think of improving their work, child friendly with an example for the child to complete.



e.g. Literacy - Please include speech marks when using dialogue - now write a sentence using speech marks correctly or Please describe your character using adjectives like 'charming', 'agreeable', 'enthusiastic'. It will make the writing more interesting and engage the reader. Now write a paragraph using these words.

Maths - Set out your calculations in columns to help you add the right numbers - Now do this for your corrections or Use your number bonds to 10 to help you with your adding to complete the following.

Next Steps are clear points, with an action, of what they need to do to up level/improve their work with time given for them to do it.

Challenge

A challenge should be set if the child successfully completed the work set, it is not a challenge if it is just more of the same.



e.g. Maths - Great work, now create a question, using your method that you have just learnt, for one of your friends to do or use testbase to set a SATs style using & applying question. or any other open question that would challenge the pupils to go deeper with their current learning.

Challenges and Next Steps should be used to ensure that all children, regardless of ability are suitably challenged to make progress in their learning relative to their starting point - A child who always gets their LO green means the teacher has low expectations and they are not giving the pupil opportunities to learn from mistakes, or feel the satisfaction of completing a difficult challenge.

Pedagog Marking Stampers should be used age appropriately in EYFS & KS1 to give pictorial next steps & targets.

Subject Specific - Literacy

Green highlight to indicate something which the pupil has done well, e.g. linked to the LO, particularly good 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 are picked up! Use the symbols below to help pupils know what to correct.

// = 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 into the pupil's Spelling Journal 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 **green pen** at the start of a lesson for DIRT, are given a planned opportunity to:

- Edit their work in response to teacher marking.
- complete any questions or challenges the teacher has set them

Quality Student marking should be evident at least once a week (see suggestions below). Remember, this must be modelled first. You could begin with whole class modelling on the visualiser, 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. The cues are as follows:



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 (DO NOT use crosses for mistakes).

Maths Specific

- ? All work ticked or dotted, sometimes by the pupil, but always with an acknowledgement from the teacher. Pupils should **NOT** do the majority of the marking.
- ? A comment about the effort put into the work and/or a sticker.
- ? A Next Step to help the child do their corrections or a challenge that gets the child thinking, applying the skill they have just been learning linked to the solve it/explain it.

e.g.

	5	4	9
+	2	7	6
	8	11	15

Great try, but you have forgotten to follow our S/C on the toolkit board - Remember
You don't have more than 1 value in each column

e.g.

	H	T	O
	6	5	8
+	3	6	5
	1	0	2
—	1	1	

Now use this tip to do your corrections, you can do it!

Marking of Topic books.

Children will write the date at the top of the page next to the margin, miss a line and then write the L.O for that lesson. The term 'L.O.' will be placed in the margin and the teacher will highlight as per step 1 achievement marking above. There is an expectation that if appropriate written feedback may be given for Topic work and this should happen at least a few times a term to move the learning on.

3. Quality Student Marking

In the class or as a group – this is a skill that must be taught and modelled by teachers.

Two Stars and a Wish...

For example....



Great for teacher led, self or peer assessment and helps children understand the evaluation process – MUST be modelled and taught by the class teacher first. When used by pupils useful to provide them with a 'bank' of comments to avoid limiting comments such as 'Concentrate harder' or 'Write more'.

Great for Self Assessment



Traffic Lights



Smiley Faces

Peer or Self Assessment - Prove Its

Year 4 - Persuasive Text		
Pupil	Objective	Teacher
	I started by stating the issue and my opinion of it	
	I supported my arguments with reasons and factual evidence	
	I used logical and cause and effect connectives to link arguments in paragraphs	
	I summarised my arguments	

'It would be even better if...'

'I really liked it when...'

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I used some/all of the following persuasive devices:

- emotive language
- rhetorical questions
- cause and effect connectives
- daring the reader to disagree
- making my opinions sound like facts

What could I do to improve my persuasive text next time?

Appendix A: Marking Code

Sp	Spelling
3.	Incorrect tense
//	Start new paragraph
TA	Teaching Assistant marked
O	Punctuation error (circle mistake)
✓	Correct
?	This doesn't make sense
_____	To correct written work neatly by placing a ruled line through the mistakes
DT	Discussed with teacher
WS	With support
LIA	Learning intention achieved
↑	Learning intention over achieved
Green	Can you improve this section you improve this section
Pink highlighter	T4S/Target met/Excellent example

