Making the most of everyone

Feedback

and

Marking Policy

Policy Adopted April 2024

Valid until April 2026

Signed: (Chair of Governors)

Rationale

As a result of this policy there will be greater consistency in the way that pupils' work is marked across school.

It is important to provide constructive feedback to pupils, focussing on success and improvement needs against learning objectives. This enables pupils to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The intention of this policy is to ensure that all pupils have their work marked in such a way that it is likely to improve their learning, develop self-confidence, raise self-esteem and provide opportunities for self-assessment.

Principles

Marking and feedback should:

- be manageable for staff and accessible to pupils
- relate to learning objectives
- give recognition and praise for achievement and clear strategies for improvement
- be reflected upon and responded to by pupils
- respond to individual learning needs
- inform future planning and target setting
- be consistent across the school
- be seen by pupils as a positive approach to improving their learning

Marking pupils' work

Verbal feedback/marking

Teachers and support staff recognise the importance of pupils receiving regular verbal feedback. Staff engage pupils in meaningful discussion about their work, based on the learning objectives, success criteria and individual target areas. This may include explaining work, correcting understanding or extending learning. Pupils of all ages need verbal feedback but this is particularly important in younger years where pupils may be unable to read a written comment. The school use Verbal Feedback stamps or 'VF' to record where this has occurred.

Written feedback/marking

All staff mark work in line with the agreed procedure outlined and display marking codebreakers in all books. Marking in a written form may be summative or formative and, where appropriate, pupils are involved in the process. Teachers decide upon the most appropriate form of marking and how much detail will be written as feedback depending on the amount of work produced and the amount of support given i.e. Focussed Task/Enhanced Provision. When detailed written marking has been provided, pupils are given time to read, reflect and act upon guidance given. Pupils are also encouraged to respond using a green pen as they move through school and develop this skill.

Other marking procedures

Lesson Objectives

Teachers identify and refer to lesson objectives throughout the lesson. In 'Wanderers', 'Hikers' and 'Mountaineers' a lesson focus slip can be used to highlight the focus and include 'I can…' statements. Marking reflects response to and understanding of the 'I can…' statements (success criteria) used in relation to the lesson.

Individual Targets

Staff identify, develop and mark against progress in Key Skills in all lessons. These will be outlined in the Success Criteria used in the lesson. Pupils are expected to work towards achieving their individual targets in all lessons.

Assessment for Learning

Green highlighting is used across the school to indicate where pupils have achieved the Success Criteria. An arrow is used to indicate the area of the work that needs to be worked on in future. A pink highlight is used to indicate the area that needs to be worked on in the future. As pupils become older, they contribute to marking by identifying strengths and areas for development in their own work.

Spelling, punctuation and grammar

Not all spelling, punctuation and grammar errors are marked in every piece of writing. However, three spellings will be noted for correction. Where punctuation, spelling or grammar is an individual target, then staff will check for progress during each lesson. Pupils are given feedback about the elements that the teacher has asked them to pay attention to.

Pupil self-evaluation

Pupils are encouraged to reflect on their work and evaluate how well they have met objectives or individual targets. Green pens will be used to respond to comments and show corrections have been actioned. In younger year groups, pupils will visually show understanding of their success using thumbs up/down.

Peer marking

Where appropriate, learners engage in peer marking. This may be individually, in pairs or in groups. Pupils will use green pens to initial 'Peer marked by…' work when peer assessing.

Monitoring

The Senior Leadership Team monitor books and talk to pupils about their work. Feedback and support are then provided to staff. Feedback on monitoring is also provided to the Curriculum sub-committee.

The Governing Body will review the equality impact assessment for this policy to monitor the outcomes and impact of the policy in line with equalities legislation.

After marking

- Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it.
- Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do.
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralize the pupil.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.

Appendix 1

1. Staff to use pink pen to mark pupils' work. Green highlighters are used to indicate the best examples of the success criteria and pink areas for correction. Green highlighting or RAG on the lesson focus slips indicates the area of the success criteria achieved.

2. All staff to model neat, legible and appropriate handwriting when marking work.

3. All pupils to use pencil or blue pen if they have a pen license. Years 4, 5 and 6 will use a pen.

4. ✔ identifies aspects of work that are correct.

5. Marking things incorrect:

Use a dot not a cross when a mistake is identified. Encourage pupils to 'Check that spot'. This is also adopted across younger year groups to highlight areas for corrections. Mistakes are not to be rubbed out but left so it can be clearly seen where a correction has been made. E.g.

12+6=19 ⬤ 18   ✔

I went to the parc.   Sp
                         park   ✔

Rubbers will be used sparingly by pupils and under direction of the adult supervising the work.

In Year 3 and above, a space after each task can be used to for the pupil to make corrections to show they understand the teacher/adult input. Missing punctuation or errors can be indicated with (P) and the pupil will correct.
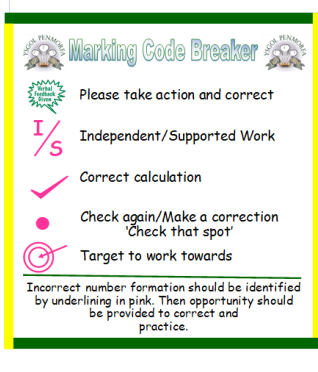
Mathematics

Reception to Year 2: the correction is written for the pupil if the second attempt is not successful.

Year 3 - 6: For incorrect answers a dot is used and chance to make corrections in green pen is given.

Spellings

> If something is unreadable, staff members write the word above/below to the side of the word. Three spelling corrections are identified in a piece of writing and written at the end of a piece of work. Here they may be practised three times. Similarly, if number reversals/letter reversals etc are identified, these may be practised three times at the end of a piece of work.

Code Breakers

Years 3-6

Years N – Year 2

Mathematics Code Breaker all years

Slips are to be used at the beginning of each piece of work to include:

1. Area/Subject Focus and a note of the Learning Objective, decontextualised from the context of the activity in bold.

2. A brief description of the task/context.

3. Two or more 'I can…' statements (success criteria), one with different aspects of the Literacy or Numeracy technical skill developed, separated by strokes (/) and the other with an area/subject or genre

focus. These are the stars of 'two stars and a wish' and should be short, simple and using language that can be used as a basis for discussion with the pupil. E.g.

Literacy – life cycles

Create the life cycle of a frog using the pictures and write a sentence to match each picture.

I can : *use spaces/full stops/capital letters

   *recognise changes

Language Development – writing instructions

Following our group activity, write instructions for how to make a jam sandwich.

I can - * use spaces/full stops/capital letters

   *order words correctly

Across school the teacher highlights green on the work to indicate where the Success Criteria has been achieved. Pink highlighters indicate the area of the work that needs to be worked on in the future.

Work not completed with the Class Teacher

I	written on all work that is not a Focussed Task and has been completed away from an adult.
Student Teacher	all work prepared, delivered or marked by student teachers, is stamped with the Student Teacher stamp.
Supply Teacher	all work delivered and marked by supply teachers is stamped with the Supply Teacher stamp. Supply teachers are expected to mark all work produced in lessons.
HLTA or TA	all support staff preparing, delivering or marking work, should write HLTA or TA after their marking. If the HLTA is covering P.P.A. then the P.P.A. stamp will be used. There will be no need to then write HLTA on the work.