



Marking and Feedback Policy

Reviewed: May 2019

Next Review: May 2020

Summary Guidance

- Pupils work can be marked by the teacher, TA or using peer and self assessment.
- Over the shoulder marking used regularly during lesson to address issues at the point of learning
- Teachers/ TAs mark using green pen
- Pupils mark/ edit using purple pen
- Highlighters used by adults for a range of purposes detailed below:
 - **Pink to think** - Errors to be addressed including: spelling rule previously taught/ HFW errors
 - **Green to go** - LO - highlight specific evidence within work/ good elements
 - **Blue to do** - Mouldy marking and next steps
- Every day - opportunities and time for pupils to respond to marking - must be followed up by teacher

Learning Objective: Assessed daily in each lesson by the member of staff teaching/ supporting the class during assembly time - TAs escort classes to assembly.

- **Successfully achieved in all areas** - Next Steps to extend
- **Partially met** - Next steps to address issues or Hot listed
- **Not achieved** - Hot listed



Next steps tasks identified by steps symbol - either written into the book or a pre prepared activity on the desk/ board

Hot listed pupils work with the class teacher directly after lunch or during second half of the split Maths session for additional support to work on gaps and complete a 15 minute joint task including re - teaching to address misconceptions. This can be completed during ERIC time. HL code to be used in the margin to indicate that pupils have been hotlisted.

S- to be used to show that the pupil has had some support in class.

If majority of pupils do not achieve the objective re-teaching required the next day to prevent gaps forming over time.

Spelling: Daily by the member of staff teaching/ supporting the class - *over the shoulder marking*

- Errors include words from HFW, given tier 3 words or spelling rule previously taught **highlighted pink** - **pink to think**
- Pink to think - teacher write the correct word, pupils using an appropriate spelling strategy and re - write 3 times then correct in work.

Errors: Daily - *over the shoulder marking*

- Mouldy marking with a **blue highlighted dot** above the error - **blue to do** - marking code to identify error to be corrected with purple pen. Mouldy marking for grammar and punctuation.

- Mouldy marking cards available for pupils to check previous year error against code in margin.
- Corrections to be checked by an adult to ensure errors completed correctly- if not adult support to address issue.
- Teachers to monitor and address persistent issues - intervention may be required.

Positive comments/ stamps/ smiley faces/ stickers to be used to recognise great effort and quality of work.

What the research says (EEF):

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer.
- Awarding grades for every piece of work may reduce the impact of marking, particularly if pupils become preoccupied with grades at the expense of a consideration of teachers' formative comments.
- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress.
- Corrections: Pupils should have to do some work to correct their own work, for example by working out which word is spelled incorrectly on a line, or by re-checking a calculation.
- Where errors result from an underlying misunderstanding or lack of knowledge, it is most effective to remind pupils of a related rule, (e.g. 'apostrophes are used for contractions'), or to provide a hint or question that leads them towards a correction of the underlying misunderstanding.
- No strong evidence suggests that simple acknowledgement marking (sometimes known as 'tick and flick') contributes to progress. Likewise, it does not appear to be beneficial to provide generic praise or praise that is not perceived as being genuine. It is also clear that offering information on how pupils should improve their work is substantially more effective than simply marking an answer as right or wrong.
- There is a strong case for providing dedicated time to consider and respond to marking in class.

Now think -

Who is it for? What is the purpose of it?

The core purpose is to move learning forwards, feedback is crucial for pupils to make progress.

Every piece of work should be looked at separately, as each child should be, and think - what does this child need next? How can I ensure that they get what they need?

Feedback comes in a variety of forms:

Live feedback (in the moment, in lessons)

This is feedback that is given to the child at the moment of misconception in the lesson.

It is the most powerful way to feed back to a child. This can be given 1:1 with a child, or as part of a whole-class discussion. Teachers model correct knowledge and skills before allowing pupils to have further independent practise.

Written feedback (marking in books)

This is where teachers mark each child's piece of work. They use the marking guidelines to direct pupils to areas in their work that need re-visiting. Teachers set gap tasks and next steps to address misconceptions and move learning on.

Teachers mark in - Green pen/ Highlighters (pink, blue, green)

Pupils write in - Purple pen

Supply staff - To initial the marking and indicate 'supply'

Maths

Monday - Arithmetic	<p>No marking in books required by the teacher. Peer assessment to be done based on answer slide. Teacher to review. Input scores on spreadsheet on Google Drive half termly to monitor progress.</p>			
Tuesday - Topic	<p>If a child has not got it: Misconceptions to be modelled in marking and pupils then have a go (I do, you do). Remember this is a way of re-teaching the pupils so needs to be scaffolded and clear OR Child has corrected mistakes with an adult. NB: this should be rare as misconceptions should be identified during 30 min split maths assessment time.</p>	<p>If a child has only accessed fluency: A reasoning task should be provided as depth (use problem solving and reasoning checklist to ensure a range of styles are being given to the child).</p>	<p>If a child has accessed greater depth: Reflections on work e.g. Describe the method you used/why does the method work/ what rules can you come up with or/write another question that we could have used.</p>	<p>Non-negotiables</p> <ul style="list-style-type: none"> ● Marked daily. ● All responses marked. ● LO highlighted. ● Spellings and incorrect letter/number formation to be picked up. ● Staff to highlight on LO where pupils have worked. ● Next steps identified including hotlisting group.
Wednesday - Topic				
Thursday - Topic				
Friday - Problem solving	<p>As the children work in mixed ability pairs for this lesson, it would be very rare that the pupils have 'not got it.' pupils should be reflecting on their learning e.g. Which strategies did you use and why did they work? Which area of problem solving have you used today? How do you know? Which was the easiest thing and why? Which was the hardest things and why? What rules can you generate? Would your answer be the same if... These questions would then need to be appropriate to the child.</p>			

English

Session focus	Marking inc responses	Non - Negotiables
Comprehension	<p>All answers highlighted green where appropriate. With longer answers, highlight the keywords that demonstrate the successful answer. Highlight pink to think. For long answers, pink dot next to it.</p> <p>Highlight green to show if L.O has been achieved, pink if not achieved.</p>	<p>Non-negotiables</p> <ul style="list-style-type: none"> ● Marked daily. ● All responses marked. ● Mouldy marking highlighted blue dot. ● Errors/ HFW/ Spelling rules not correctly applied highlighted pink ● Responses highlighted according to guidance. ● LO highlighted to show if achieved ● Handwriting issues to be identified using marking codes ● Marking codes written in the margin to support pupils to identify and correct errors ● Pupils who have not achieved the LO are hotlisted for afternoon intervention ● SAM sentence (KS1) used to identify the features of the
SPaG	<p>All answers marked with green highlighter pen if correct. Pink for incorrect.</p> <p>Highlight to show whether L.O has been achieved, almost achieved or not achieved,</p> <p>If a child has not got it: Modelled example in book and an opportunity for the child to have another go.</p> <p>If a child has only accessed fluency: A child can be given a test based question assessing the focus of the lesson. They may also be given a task to complete where their understanding is assessed.</p> <p>If a child has accessed greater depth: Reflection on work - explain to me what a ... is. If you were to teach next year's Year ? class this topic how would you do it? What have I done wrong in this sentence?</p>	
Read session	<p>If a child has not got it: Modelled example in book and an opportunity for the child to have another go.</p> <p>If a child has only accessed fluency: Develop understanding child has further. <i>Can you tell me a phrase you have found in the text that shows the character is upset?</i> <i>Can you explain why the author has chosen to describe the character as stubborn?</i></p> <p>If a child has accessed greater depth: Reflect on their work <i>If you were to describe the author's writing style what would you say?</i> <i>Can you tell me three ways the author has made sure the writing appeals to the intended audience</i></p>	

<p>Rip session</p>	<p>If a child has not got it: Modelled example in book and an opportunity for the child to have another go.</p> <p>If a child has only accessed fluency: Develop the understanding the child has further: <i>Can you tell me why subheadings have been used?</i> <i>Can you tell me the importance of the heading?</i> <i>Explain why bullet points have been used.</i></p> <p>If a child has accessed greater depth: Reflect on their work <i>Describe the purpose of a ...</i> <i>Can you tell me what you feel is the most important feature of a ...</i> <i>Would the phrase 'catch you later' suit an informal letter?</i> <i>Explain your answer</i></p>	<p>sentences achieved,</p>
<p>Rehearse session</p>	<p>Mouldy marking (blue highlighter) Spelling (pink) Green highlighting to be used for good features of their writing (refer to English modelled marking examples) Next steps - what do you expect to see in the child's independent piece of writing linking to their steps to success? <i>EXAMPLE - In your writing, I would really like to see you think carefully about the vocabulary you are using.</i></p>	
<p>Draft write session</p>	<p>Mouldy marking Spelling Green highlighting to be used for good features of their writing (refer to English modelled marking examples) Next steps - what can the child do to improve their writing based on their steps to success. <i>EXAMPLE When you edit your work, think about the use of relative clauses - refer to our working wall to remind yourself of relative clauses and their job.</i></p>	
<p>Edit session</p>	<p>Edit sessions should be completed on the draft piece of writing. Green highlighting should be used as an acknowledgement that you have seen their changes and you are pleased with this.</p>	
<p>Polished piece</p>	<p>2 stars and a next step. 2 positive comments to be made about the child's writing (other than what is stated in the LO - celebrate the pupils' personal success) and 1 next step (outlining how the pupil is going to become a better writer)</p>	

EXAMPLE. LO - I can use a range of emotive language to portray the character's emotions.

I am really pleased with the use of show don't tell sentences to show how the character is feeling.

I am really impressed with the language choices you have used in your writing.

To make your writing even better, I would really like to see you using a variety of different sentence structures throughout.

Thematic

Session focus	Marking inc responses	Non - Negotiables
Curriculum Marking	<p>All work Answers highlighted</p> <p>One piece of work per subject per week to be marked with a response - see above for relevant response marks. <i>Remember: who's the marking for, how is this going to move learning forward?</i></p> <p><i>Science response - What am I describing... 'the process by which plants and other things make food.'</i></p> <p><i>R.E response - What could you learn from this story about Jesus/Mohammad?</i></p>	<p>Non-negotiables</p> <ul style="list-style-type: none"> ● Marked daily. ● All responses marked. ● Mouldy marking highlighted blue dot. ● Errors/ HFW/ Spelling rules not correctly applied highlighted pink ● Responses highlighted according to guidance. ● LO highlighted to show if achieved ● Handwriting issues to be identified using marking codes ● Marking codes written in the margin to support pupils to identify and correct errors ● Pupils who have not achieved the LO are hotlisted for
Writing Draft write session	<p>Mouldy marking Spelling Green highlighting to be used for good features of their writing (refer to English modelled marking examples)</p> <p>Next steps - what can the child do to improve their writing based on their steps to success. <i>EXAMPLE When you edit your work, think about the use of relative clauses - refer to our working wall to remind yourself of relative clauses and their job.</i></p>	
Writing Polished piece	<p>2 stars and a next step. 2 positive comments to be made about the child's writing (other than what is stated in the LO - celebrate the pupils' personal success) and 1 next step (outlining how the pupil is going to become better)</p> <p><i>EXAMPLE.</i></p> <p><i>I am really pleased to see you using historical facts in your diary entry.</i></p> <p><i>I am really impressed the relevant language you have used in your writing.</i></p> <p><i>Where might you research other historical facts?</i></p> <p><i>To make your writing even better, think about the punctuation we have explored recently in English.</i></p>	

		afternoon intervention • SAM sentence (KS1) used to identify the features of the sentences achieved,
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EDIT KEY	Marking for Literacy and Thematic Learning
•	There is a full stop needed. (Don't forget that you will also need a capital letter to follow it).
P	Use/ insert the identified punctuation
CL	Insert a capital letter where required.
FS	You need to use finger spaces.
SP	Incorrect spellings are highlighted pink. Your teacher has recorded the correct spellings at the bottom of the page next to SP for trickier spellings/ or it is on the working wall. Year 5 and 6- SP in the margin only. You need to find the correct spelling. Write out the correct spelling x 3
CH	Check that your writing makes sense. Read aloud to yourself or to a friend. Rewrite the corrected sentence beneath your piece of work.
R	Use a ruler.

KEY	Marking Maths
R	Use a ruler.
NF	Check your numbers are the correct way round. (KS1/KS2)