

"Aiming high to achieve success!"

Marking & Feedback Policy

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Version Control:

Date	Version	Updates / Changes
2019	1	New format adopted. Additions made to procedures.
September 2020	2	Appendix added in line with Covid-19 guidelines and the reopening of schools
June 2022	3	Amendments to procedures

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NB. Any statements that appear in ***bold italics*** were taken from **previous** OFSTED grading criteria, to support the principles behind procedures detailed in this policy. **These continue to be relevant.**

Appendices

Appendix A – How Did You Do?

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1. INTRODUCTION

1.1 At **Abbott Community Primary School**, giving constructive feedback to pupils is an important part of assessment. It is an effective way to keep pupils focused on agreed targets and enables them to make more sense of their learning. As well as being an essential part of the learning process, pupils are encouraged to look at errors in a positive manner and this produces a positive approach to self-evaluation and assessment. We believe that feedback is part of the learning process and needs acting on – it actively involves the learner.

2. AIMS AND OBJECTIVES

2.1 All feedback is:

- 2.1.1 Read and understood by children
- 2.1.2 Acted upon
- 2.1.3 Used as part of the dialogue to improve learning and progress
- 2.1.4 Two-way
- 2.1.5 Modelled by children when evaluating their own work
- 2.1.6 Simple, purposeful and effective

2.2 The ultimate aim of marking and feedback is to have significant impact on the quality and rate of learning and progress.

3. HOW WE RESPOND TO PUPIL WORK IN KS1 AND KS2

3.1 All marking and feedback comments will be written in **green**.

3.2 A tick, smiley face or sticker throughout a piece of work identifies and highlights any areas that a child has succeeded with, against shared criteria.

3.3 Underlining or circling identifies areas that have been less successful, or where amendments could be made. **Feedback addresses basic skills errors as well as the focus of the objective.**

3.4

Underlining indicates a grammatical error (e.g. sentence structure, tense, incorrect subject verb agreement, incorrect pronoun, missing punctuations).

 **Circled** words indicate a spelling error.



A tick will be used to indicate a correct answer or response.



A green dot will be used to indicate errors in calculations, problems and responses in mathematical work.

3.5 Addressing errors of basic skills must appear daily in all subjects and **should** be done as immediate, on the spot feedback within lessons.

3.6 Teachers and TAs, who are supporting learning, should be using on the spot marking throughout lessons.

3.7 Year 1 Procedures

3.7.1 Teachers and TAs will mark work **with** children, underlining and circling errors, whilst also giving direct verbal feedback during group activities and focus group.

3.7.2 Focused verbal feedback will also be given to all children at least once each week, through supported 'Fix it' time, to 'move learning forward'.

3.8 EYFS Procedures

3.8.1 In line with the whole school, any comments and marking will be written in **green**.

3.8.2 Teachers will mark work **with** children, giving verbal feedback during focus groups. Children are given the opportunity to self-evaluate and self-edit whilst completing work.

3.8.3 This will be noted on children's work as such:

. **Green Dot** – Independent work/object achieved

. **Orange Dot** - Adult support needed/objective not yet confidently met

. **Red Dot** – Did not meet the objective

3.8.4 Focussed tasks in Reception will also have learning objectives and success criteria, which are in line with whole school policy

3.9 Procedures for marking writing

3.9.1 Immediate feedback will be used during independent writing sessions, where children will be encouraged to make changes to their work, there and then, through discussion with the teacher or TA. This will focus on composition and vocabulary, as well as basic skills. Teachers will still 'mark' work in **green** when prompting.

3.9.2 Class teachers may also address further basic skills errors on written work once complete.

3.9.3 The use of comments/questions to provide feedback and prompt self-editing and improvement may be used, when relevant and appropriate, in order to have impact on learning.

3.9.3.1 There is no prescribed frequency for written comments, as long as feedback is purposeful.

3.9.4 Throughout the Spring & Summer Term in Year 2 and Year 6, limited written teacher feedback (through comments and basic skills marking) will appear, as we further develop self-editing skills through immediate verbal feedback and writing development.

4. WHOLE CLASS MARKING

4.1 Whole class marking has proven to be effective in moving learning forward in English; this approach will now be adopted for all subjects.

4.1.1.1 Reception class teachers will also use whole class marking in Literacy and Maths, to support their assessment and planning.

4.2 Each day, teachers will make notes based on the learning outcomes of the lesson and identify misconceptions and/or errors. (See template in Appendix)

4.2.1.1 These errors and misconceptions will be analysed for the whole class, to determine gaps in learning and will then inform future planning or intervention.

4.3 Individual, group or whole class activities will be planned to directly address and teach the identified errors.

5. HOW PUPILS RESPOND TO MARKING AND FEEDBACK

5.1 'Fix-it' time is used from Year 1 to Year 6 at the beginning of the next appropriate lesson to revisit work, based on the misconceptions identified through whole class marking. **There is substantial evidence that pupils have been given the opportunity to address potential improvements.**

5.2 During 'Fix-it' time, children are asked to look for the relevant basic skills prompt or written comment they have been given. Pupils will either respond verbally to a member of staff and be supported to make amendments, or write their response using a red pen/pencil.

5.3 During lessons, children are also encouraged to add their own comments about their work; carry out peer evaluation activities and respond to immediate input and feedback from the teacher. All of which is clear by the use of red pen/pencil. **There is considered and immediate response from pupils to the feedback received and future work shows that much of this is sustained. There is an expectation that learners share ideas with talk/writing partners and consequently they share opinion on each other's' learning.**

6. LESSON ADJUSTMENTS

6.1 During a lesson, teachers need to be aware of any 'barriers to learning' and can adjust/alter the lesson appropriately, to readdress concepts or move learning forward. **It is clear by looking at sequences of work in learners' books that adjustments have been made to the programme of learning, to take full account of weaknesses and misconceptions that have been previously identified.**

- 6.2 To show where a lesson has been adjusted, either a stamp will be used to mark a change in the lesson content or activity or children will mark where the activity has been altered by using **red pen/pencil.**



7. THE USE OF LEARNING OBJECTIVES AND SUCCESS CRITERIA

- 7.1 All work, in all subjects, will have a clear learning objective, which will be posed as a question and taken from relevant year group objectives for that curriculum area. **Because the feedback directly relates to the year [band] objectives, it is clear that progress is being made toward the National Standard.**

- 7.2 Success criteria will be in the form of a 'You will...' statement giving clear steps for success. **Work is then marked against the learning objective and success criteria and focused on learning outcomes.**

- 7.3 Objectives will reflect the intended **composite knowledge** for the specific curriculum area, while Success Criteria will draw on the relevant knowledge **components.**

- 7.4 Some curriculum subjects will also have additional question prompts/objectives.

7.4.1 Discrete GPS objectives must be displayed in Literacy, also posed as an appropriate question.

7.4.2 Ancillary questions must also be displayed in History – taken directly from the appropriate unit of work.

- 7.5 Half-Termly 'Assess and Review' lessons will be clearly shown on the LO, to show evidence of ongoing assessment opportunities.

- 7.6 Learning Objectives are to be initialled e.g. [AP or JH] to show where a lesson has been taught by another staff member during PPA or periods of cover.

- 7.7 Topic Cover pages are to be included in books each half term for each subject taught, signifying the change in unit within each curriculum area. These must include an overview of the main composite knowledge children will be focusing on during this period of learning.

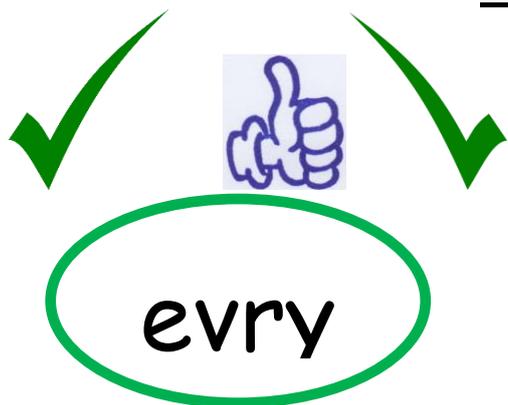
8. WORKBOOKS AND PRESENTATION

- 8.1 Children will use a specific workbook for each of the core and foundation subjects. Expectations for handwriting and presentation will be consistent in all subjects.

- 8.2 Workbooks for Geography, History, Science, Art and Design & Technology will be taken up into the next academic year group, within Key Stages in order to show progression. (Y1 – Y2; Y3 – Y4; Y5 – Y6)

- 8.3 Children should at all times and with all written work, be encouraged to ensure that their work is 'presentable'. From Year 1 onwards, all children are to use cursive writing, in line with the Nelson Handwriting scheme outlined in the school handwriting policy.
- 8.4 All children in KS1 will write with pencil, until it is deemed appropriate for them to use pen. All children in KS2 will use pen to write in Literacy and Foundation subjects, and will use pencil in Maths.
- 8.5 Teachers' presentation should reflect what is expected of the children, in terms of joined, legible handwriting (in line with the school handwriting policy and the Nelson handwriting scheme). Any written feedback should also be accurately punctuated.
- 8.6 Children from Year 1 to Year 6 should be encouraged to neatly stick their own LOs and any worksheets into books.
- 8.7 **Amending errors** – If a child makes a mistake, they should cross out the word with one line using a pencil or pen [as is appropriate for the equipment used]; simply put an **x** beside the error or use brackets to highlight larger sections of error. Rubbers must only be used for drawings within maths or other subject specific tasks.
- 8.8 **Work on paper** – Standards of presentation should also be high when children are working on separate paper and they should be encouraged to remember presentation at all times.
- 8.9 If a child's presentation is deemed to be unacceptable, the teacher must draw a line under the work and the child must then rewrite or amend appropriately.
- 8.10 **Exercise Book Covers** – There should be a uniform standardised approach throughout the school, using specific labels on all books.

How did you do?



Well done!

Circle? Spelling!

Sam catched the ball

Underlined?
I didn't understand.



Try this.



We neatly cross out and fix mistakes when we spot them.



But we use red pens after our work's been marked.

APPENDIX B: Whole Class Marking – per curriculum subject

	<i>Lesson Objective/Focus</i>	<i>Misconceptions/Errors identified</i>	<i>Individual Children/Groups</i>	<i>Follow up/Next Steps</i>
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

APPENDIX C: Examples of Learning Objectives

Monday 5th September 2022

LO: C00 | 000000 000 00000000 00000000 0000 00 00 000000
00000000 0000000?

SC: Y00 0000 00000000 0000000000 00 000000 0000 00000000000 00
000000 *value and by* 000000000000 0000 0000 00000000000.

T0000000 6th September 2022

A000000000 Q00000000 1: H00 00000000 000 000 0000 00
000000000 00 N0z0 G0000000 00 J000 1940?

LO: C00 | 00000000 0 000000000000 0000000 00 WW2H00000000? C00
| 000000 0 00000000000 000000 000 00000000000000 000 00000000 000
0000000 00 0000000000 000?

SC: Y00 0000 000000000 0 000000 00 00000000 000 00000000000
00000000 00 00000000 000 B0000000 000000 000 0000 00 00
000000000 00 J000 1940. Y00 0000 00000000 000 00000000 000
000000000 0000000000, 00000000000 00000000000 00 0000 0000 0000