

"Aiming high to achieve success!"

Marking & Feedback Policy

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2019	1	New format adopted. Additions made to procedures.

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NB. Any statements that appear in ***bold italics*** are taken from OFSTED grading criteria, to support the principles behind procedures detailed in this policy.

Appendices

Appendix A – How Did You Do?

Appendix B – Whole Class Marking Template

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.**

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.

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

- 3.5 The teacher will respond further, by marking with a stamp and making a comment that will assist the pupils and move their learning forward. These are thought of as 'closing the gap' comments and must not be 'generic' statements of praise. **The system supports**

pupils' learning by indicating how they could improve their standard of work. Feedback offers clear indication as to what needs addressing in the future and is easy to follow and helpful in relation to improving future work.

- 3.6 Teachers will feedback to the child using a relevant comment. This will be written in neat, joined handwriting [in-line with the school handwriting policy] at the bottom of the pupils' work alongside the stamp. **Work is appropriately and accurately marked with evidence of the next stage of learning and/or misconception being identified.**
- 3.7 The use of comments to provide feedback is to be used when relevant and appropriate, in order to have impact on learning. There is no prescribed frequency for written comments in any subject, as long as feedback is regular and purposeful.
- 3.8 In all subjects the following stamp will be used, alongside the basic skills prompts [as above].



Comments must:

- **identify explicit improvements that need to be made**

"Rewrite your subheadings as questions."

"For Q4, show the written method used to solve the problem."

"Add a quote from a witness during the Viking invasion."

Open-ended questions must:

- **encourage children to clarify or stretch thinking.**
[Avoiding yes/no responses]

"How do you think the character would be feeling at this point in the story?"

"How could you explain the following sequence; 1, 0.5, 0.25...? What would come next?"

- 3.9 The 'Thumbs Up' stamp is to be used to mark work when a lesson has been delivered/covered by a TA.



Child has met the Learning Objective



Child is working towards meeting the Learning Objective



Child has not met the Learning Objective

4. PROCEDURES FOR MARKING WRITING

4.1 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.

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

5. WHOLE CLASS MARKING

5.1 Whole class marking will be used for weekly independent writing to identify errors and misconceptions, and to then inform planning. (See template in Appendix)

5.1.1 Teachers will make notes for each child, based on the piece of writing. Basic skills will still need to be 'marked' as they go through this process.

5.1.2 Errors and misconceptions will be analysed for the whole class and 'collated', to determine gaps in learning

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

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, a stamp will be used to mark a change in the lesson content or activity.



7. HOW PUPILS RESPOND TO MARKING AND FEEDBACK

7.1 'Fix-it' time is used from Year 1 to Year 6. This takes place at the beginning of the next appropriate lesson to revisit work. ***There is substantial evidence that pupils have been given the opportunity to address potential improvements.***

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

7.2 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.

8. YEAR 1 PROCEDURES

8.1 Teachers will mark work **with** children, giving feedback during group activities and focus groups.

8.2 They will also give verbal feedback to 'move learning forward' to all children at least once each week, through supported 'Fix it' time.

9. EYFS PROCEDURES

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

9.2 Teachers will mark work **with** children, giving verbal feedback during focus groups.

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

- **Green Dot** – Independent work/objective achieved.
- **Orange Dot** – Adult support needed/objective not yet confidently met.
- **Red Dot** – did not meet the objective

9.3 Foundation Stage learning objectives and success criteria are in line with whole school policy.

10. THE USE OF LEARNING OBJECTIVES AND SUCCESS CRITERIA

10.1 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. **Due to the fact that the feedback directly relates to the year [band] objectives, it is clear that progress is being made toward the National Standard.**

10.2 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. Written feedback is also linked to clear, user-friendly statements that learners understand.**

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

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

Tuesday 3rd September 2019

LO: Can I explore word choice and vocabulary related to a specific theme?

SC: You will write a list poem related to school, including a variety of sentence structures, phrases and ambitious vocabulary.

Tuesday 3rd September 2019

LO: Can I read, write and compare numbers up to 10, 000, 000 and determine the value of each digit? SC: You will write numbers in both digits and words; you will make the largest & smallest numbers from given digits.

11. WORKBOOKS AND PRESENTATION

11.1 Children will use one workbook for English and all other Foundation subjects, other than Art and DT which will have separate jotters. Expectations for handwriting and presentation will be consistent in all subjects.

11.2 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.

11.3 All children will write with pencil, until they are given their 'pen licence'.

11.3.1 All children with a pen licence, will write in black ink. All children will write with pencil in Maths books.

11.4 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.

11.5 Children from Year 1 to Year 6 should be encouraged to neatly stick their own LOs and any worksheets into books.

11.6 **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.

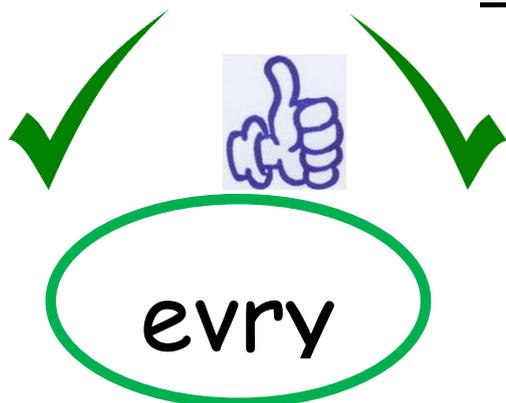
11.7 **Work on paper** – Standards of presentation should also be high when children are working on separate paper and they should be encouraged to remember presentation at all times.

11.8 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.

11.9 **Exercise Book Covers** – There should be a uniform standardised approach throughout the school, using specific labels on all books, displaying the following information:



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 – Independent Writing Focus

Errors & Misconceptions in Writing (Basic skills, handwriting, task)	Names of Children
Group Follow up	
Individual Follow up	

