

# Shorne Church of England Primary School

(A member of the Aletheia Anglican Academies Trust)



## Marking and Feedback Policy

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## 1. Introduction

We believe that effective feedback and marking is an essential part of teaching and learning because it:

- promotes dialogue between teacher and children
- builds children's confidence and independence in reviewing, improving and understanding their own work
- informs successive planning, teaching and learning
- identifies and plans for children at all levels who need additional support, consolidation or more challenging work
- is proven to be a strong contributory factor in accelerating attainment and progress
- recognises, encourages and rewards children's efforts and achievement, celebrates success and promotes the identification and correction of mistakes as part of the learning process

In order to achieve a whole-school approach to marking and feedback, methods used must:

- be consistent across the class
- be developmental across the age-range
- promote high levels of confidence
- evidence high expectations from teachers and children
- not limit children's ability through circumstance, negativity or pre-conceived limits
- be consistently applied by all those working with children in school, including long-term supply teachers, temporary and support staff

We believe that all children, irrespective of physical ability, race, gender, creed or stage of achievement should be given the opportunity to reach their full potential in all areas of the curriculum. Marking and feedback is tailored to the range of needs and abilities of each child. We also consider the summative assessment of children in various groups (gender, ethnicity, etc) as part of our pupil progress meetings and plan accordingly should there be any gaps shown in progress. This is reviewed, evaluated and if necessary, modified at subsequent meetings.

### 1.1 Policy Statement

We believe at Shorne Church of England Primary School that quality marking is fundamental to children making progress. Feedback and marking should provide constructive feedback to every child focusing on their successes and improvement needs against the learning intentions. Effective feedback will enable children to become reflective learners and help them close the gap between where they are now and their desired potential.

### 1.2 Aims and Objectives

All marking and feedback must have a clear purpose for either the child or the teacher. We mark to ensure that all children have the opportunity to improve their learning, develop their self-confidence, and provide opportunities for self-assessment.

## 2. Frequency of Marking

Children need to have their work progressively marked by the teacher on a regular basis, across all subjects. Marking may take place:

- during the lesson, which allows for immediate feedback and self-correction
- during dedicated marking time at the end of each working day
- during interventions or discussions with individuals or small groups

### 3. Principles of Effective Feedback and Marking

The most effective marking lets children know what they have achieved well and what they need to do next. In order to achieve this consistently and progressively across the school staff have agreed to the following:

- adherence to school marking codes for Writing and Maths
- personalised 'next step' feedback
- marking against Learning Intentions and Success Criteria
- peer and self-assessment
- evidence of reflection and response to marking and feedback by children

### 4. Content of Effective Supportive and Progressive Marking

#### 4.1 Adherence to school marking codes for all written work and maths

The school marking codes for Writing and Maths have been developed to ensure that children can see what they have achieved well and where improvement can and should be made (see Appendix 1 and 2 for details). Teachers will identify strengths and next steps using the "tickled pink and green for growth" system. Alongside this the purple pen polishing system will be used. This system is age appropriate.

#### 4.2 Personalised 'next step' feedback

Teachers will identify strengths and next steps using the key questions such as the following:

- **As a challenge**  
E.g. now can you tell me more about the atmosphere on the cliff?  
E.g. now can you solve that problem in a different way? Which was best?
- **As a reminder**  
E.g. what should you include in the setting of your story? Can you think about this and add more?  
E.g. what do you notice about your setting out in that question? Can you think about this and try again
- **As a series of steps / instructions**  
E.g. first go and check you have included a sentence about the setting. Then see if you can add a little more detail.  
E.g. first work out 10%. Then work out 30% by ...
- **As an example**  
E.g. try adding a sentence like this ... into your story to improve the description of the setting.  
E.g. the teacher uses modelling and working out in maths, followed by a similar example for the pupil to complete.

#### 4.3 Marking against Learning Intentions and Success Criteria

Each piece of work completed in lessons should have 'I can...' as a title/introduction and success criteria against which children and teachers can assess their progress and achievements and identify next steps.

#### 4.4 Peer and self-assessment - recorded

Time may be given at the end of lessons for children to peer and self-assess and make a written comment which identifies what they think they have done well and what they think they should do or would like to do next. This will be done in the form of tickled pink and green for growth as the schools agreed system. This will be age appropriate.

#### **4.5 Evidence of reflection and response to marking and feedback by pupils**

Time may be given at the beginning of the next session for children to read and respond to the marking and feedback in their books (e.g. by completing challenges, addressing misconceptions, completing corrections) this is completed by pupils using the purple polishing pen. Assessment stickers are given at the end of maths and/or English for pupils to reflect on their learning.

### **5. Verbal Feedback (VF)**

Verbal feedback is one of the most effective ways of giving feedback to children as it addresses misconceptions and steps for improvement at the point of application. However, it can be difficult to see whether it has been effective unless it is recorded. Where verbal feedback has been given this may be coded 'VF' in the pupil's book.

Verbal feedback may be in the form of:

- a discussion with a focus group
- 1:1 focusing on a specific piece of work
- demonstration and modelling of the learning process and outcomes e.g. 'It might look like this'
- sharing exemplar material before and after work is done or during the lesson through the use of a visualiser
- effective questioning techniques

### **6. Marking and Presentation**

In addition to using supportive and progressive marking strategies, teachers may also comment on the presentation of work. Work should be set out according to the following guidelines and time needs to be spent explicitly teaching and modelling presentation until it becomes habitual.

#### **6.1 General**

- all exercise books should be labelled with the child's names, the subject/purpose and the class and year group
- all work should be dated with the learning intention underneath
- use a pencil until they can join their writing BUT, once they have been given their pen licence, they should write in pen. Pencil is always used in Maths books. All children in Year 6 should have experience of writing in pen
- pens should only be the agreed black handwriting pens unless by special dispensation from the teacher for individuals
- children's self-marking should be completed in a purple polishing pen
- mistakes should be corrected by one pencil line through, drawn with a ruler

#### **6.2 Mathematics specific**

- all Maths work to be completed in pencil
- the short date to be written – each digit taking a square and each separating dot taking a square also
- all lines to be drawn with a ruler
- only one digit per square in Maths books
- decimal points/symbols etc. should have a square of their own

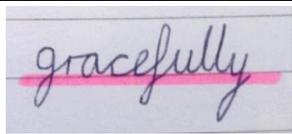
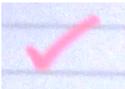
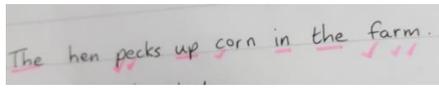
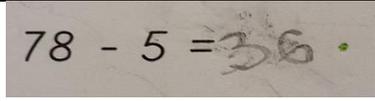
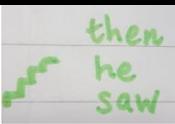
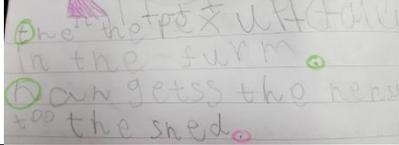
## **7. Monitoring the Quality of Marking and Feedback**

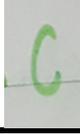
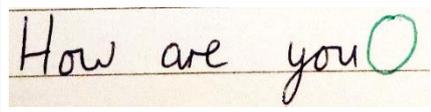
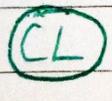
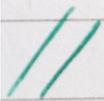
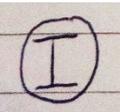
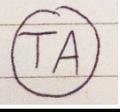
The implementation and impact of the feedback and marking policy will be monitored across the curriculum. Monitoring of this policy is carried out as part of the remit of Curriculum Leads and the Senior Leadership Team.

### **Strategies for monitoring:**

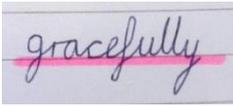
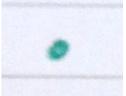
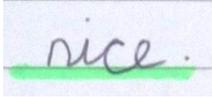
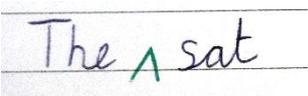
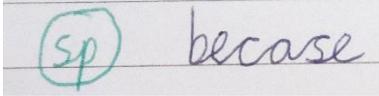
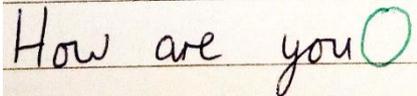
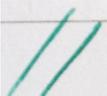
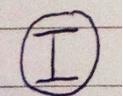
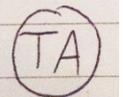
- classroom observations with a focus on verbal and written feedback
- work scrutiny - samples of books or folders
- outcomes in books are reviewed against planning for the lesson
- child interviews and discussions
- monitoring of the quality of marking and feedback

## Appendix 1: Marking codes EYFS and KS1

<b>SUCCESS</b>		Fantastic work! This work meets the learning intention / success criteria.
		Correct
		Writing is modelled beneath with tickled pink ticks for correct letters and pink lines for whole words
		Tickled pink symbol denotes praise for meeting the learning intention
		Target achieved
		Praise for good ideas or use of their initiative
<b>IMPROVEMENT</b>		Try again
		Denotes next step in learning followed by another symbol
		Next step-work on misspelt tricky words
		Green circle for growth, pink circle for success
		Handwriting needs attention

			Full stops missing
			Finger spaces needed
			Capital letters missing
			Missing punctuation
			Missing capital letter
			Start a new line or paragraph here
<b>SUPPORT</b>			Independent work
			Worked with teaching assistant
			Worked with class teacher

## Appendix 2: Marking codes KS2

<b>SUCCESS</b>		Fantastic work! This work meets the learning intention / success criteria
		Correct
<b>IMPROVEMENT</b>		Try again
		Improve this
		There is a word missing here
		Spelling error
		Missing punctuation
		Missing capital letter
		Start a new line or paragraph here
<b>SUPPORT</b>		Independent work
		Worked with teaching assistant
		Worked with class teacher