



## Marking and Feedback Policy

### Introduction

***“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops of feedback’”***

*Professor John Hattie (Influences and Student Learning).*

The research of eminent educationalists such as Dylan William, Paul Black (Inside the Black Box), Shirley Clarke and John Hattie highlight the fact that formative assessment (assessment for learning) plays a fundamental role in ensuring pupils make good progress, therefore raising standards.

### OfSTED 2013

Ensure the consistent use of high quality marking of pupils’ work by:

- Teachers always providing comments that are informative and making sure that pupils fully understand what they must do next to improve their work.
- Making sure that pupils acknowledge that they have read and understood comments, and then respond to guidance.

### Aims

To ensure that we

- Have consistency throughout school with marking and feedback.
- All have a clear understanding of why and how marking can support teaching and learning.
- Are able to use marking and feedback to inform assessment.
- Provide frequent feedback of a consistently high quality.

Marking in EYFS and KS1	Marking in KS2
<ul style="list-style-type: none"> <li>• Teacher marks in green pen.</li> </ul> <p><b>In Mathematics</b></p> <ul style="list-style-type: none"> <li>• Mark each answer with a ✓ if correct or a • if incorrect.</li> </ul> <p><b>In Mathematics and English</b></p> <ul style="list-style-type: none"> <li>• Mark the work using the whole school symbols and abbreviations. Reference to Appendix 1.</li> <li>• The learning challenge is assessed by the use of smiley faces.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher marks in green pen.</li> </ul> <p><b>In Mathematics</b></p> <ul style="list-style-type: none"> <li>• Mark each answer with a ✓ if correct or a • if incorrect.</li> </ul> <p><b>In Mathematics and English</b></p> <ul style="list-style-type: none"> <li>• Mark the work using the whole school symbols and abbreviations. Reference to Appendix 1.</li> <li>• Assess whether child has achieved the learning challenge and highlight accordingly (pink – not achieved, orange - achieved in part or green –</li> </ul>

- Where appropriate pupils may assess their own work prior to marking by placing a ✓ above the face they feel shows how well they have done.
- In some cases, children may peer assess work prior to marking. Children should place a ✓P above the face they feel shows how well they have done.

- ☺ = child fully achieved LC
- ☺ = child has had some success in achieving LC
- ☹ = child has not achieved LC

Where children have recorded their work:

- Staff comments may reflect the learning challenge or aspects within the piece of work, and initially acknowledge the child’s effort with the piece of work – these must be short, sharp and focussed e.g.

*Good sentences.*

*Good punctuation.*

- Verbal feedback is often the most appropriate form of communication with EYFS and KS1 children. Staff should use the Verbal Feedback stamp or write VF in green on the piece of work to indicate this has taken place along with a brief comment about what the focus of the feedback was. Children acknowledge the adult’s feedback by initialling next to the verbal feedback stamp.
- If appropriate class teacher adds a short, sharp and focussed flag comment on what the child needs to address and respond to, e.g.

achieved in full).

- Children may assess their own work prior to marking and should indicate this by placing a small coloured pencil crayon circle next to the learning challenge e.g.



- Children can also peer assess work prior to marking and should indicate this by placing a small coloured pencil crayon circle next to the learning challenge with a P inside it e.g.



- Staff comments may reflect the learning challenge or aspects within the piece of work, and initially acknowledge the child’s effort with the piece of work – these must be short, sharp and focussed e.g.

*Excellent re-count.*



*Good adjectives.*

- If appropriate class teacher adds a short, sharp and focussed flag comment on what the child needs to address and respond to, e.g.



*2 sentences with powerful verbs.*

- Child initials the teacher’s response.
- Responses by children to be completed in blue pen.
- Class teacher then acknowledges the response the child has made and ✓ if correct.
- Where there are no areas flagged or corrections, children should be

<p>  <i>Biggest number first.</i>   <i>Capital letters.</i> </p> <ul style="list-style-type: none"> <li>• Child initials the teacher’s response.</li> <li>• Responses by children to be completed in either pencil or blue pen depending on the child’s stage of development.</li> <li>• Class teacher then acknowledges the response the child has made and ✓ if correct.</li> <li>• Where there are no areas flagged or corrections, children may be directed to a challenge activity. Reference to Appendix 2. The symbol © should be inserted followed by the activity e.g.</li> </ul> <p>© Q’s on the board / card / challenge area etc.</p> <ul style="list-style-type: none"> <li>• In some instances it may not always be appropriate to include either a flag or a challenge e.g. handwriting. On these occasions a positive comment still needs to be made.</li> <li>• <b>A non-negotiable minimum of 10 minutes response time at the start of English and Maths sessions to complete flagged comment, challenge and related work.</b></li> </ul> <p><b>Targets</b></p> <ul style="list-style-type: none"> <li>• ARE sheets to be stuck in the front of Writing and Mathematics books. Children to have access to Reading ARE’s during Guided Reading sessions. These are the children’s ongoing targets.</li> </ul>	<p>directed to a challenge activity. Reference to Appendix 2. The symbol © should be inserted followed by the activity e.g.</p> <p>© Q’s on the board / card / challenge area etc.</p> <ul style="list-style-type: none"> <li>• In some instances it may not always be appropriate to include either a flag or a challenge e.g. handwriting. On these occasions a positive comment still needs to be made.</li> <li>• <b>A non-negotiable minimum of 10 minutes response time at the start of English and Maths sessions to complete flagged comment, challenge and related work.</b></li> <li>• Occasionally, verbal feedback may be the most appropriate form of communication. Staff should use the Verbal Feedback stamp or write VF in green on the piece of work to indicate this has taken place, along with a brief comment about what the focus of the feedback was. Children need to initial next to the stamp.</li> </ul> <p><b>Targets</b></p> <ul style="list-style-type: none"> <li>• ARE sheets to be stuck in the front of Writing, Guided Reading and Mathematics books. These are the children’s ongoing targets.</li> <li>• Staff refer to ARE’s as specific teaching points in sessions. Children use the ARE’s independently to support and improve their work.</li> <li>• If a child is on the SEN register, a different year groups ARE may be more appropriate and should be discussed with SENDCo.</li> </ul>
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| <ul style="list-style-type: none"> <li>• Staff refer to ARE's as specific teaching points in sessions. Children use the ARE's independently to support and improve their work.</li> <li>• If a child is on the SEN register, a different year groups ARE may be more appropriate and should be discussed with SENCo.</li> </ul> |  |
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### Marking Throughout the Curriculum

- All marking should follow the school's handwriting policy and model high standards of presentation.
- Adults should take care to use vocabulary and expressions that the child will understand.
- Comments need to be short, sharp and focussed.
- All written and mathematical work must be marked.
- Focussed reading (guided groups) should allow for verbal feedback to be shared with the children in order to show steps for improvement.
- A mix of verbal / written comments will be used when marking and their use will be dependent upon the child's attainment in reading.
- Negative comments are seldom. However, deliberate lack of effort or extreme carelessness will be highlighted. This shows children that our high expectations will not be compromised.
- **Green Ink** should only be used to mark children's work.
- **Pencil or Blue Ink (dependent on child's stage of development)**, should be used by the children to respond to comments.
- In mathematics, correct answers are given a ✓ whilst minor incorrect answers have a • placed next to them. The child corrects at the side (if appropriate), the correction is then marked with a ✓.
- Major errors in mathematics will be left unmarked and simply annotated by the teacher for next steps in learning.
- Mini-plenaries throughout a session and the final plenary should be used to address any misconceptions and progress the children's learning.

- Team points and stamps etc are used to praise and encourage good work and effort. Exceptional work may be shown to the Headteacher for additional praise.















**All marking contributes to teacher’s ongoing monitoring and assessing of children’s individual progress and Short Term Planning will be annotated accordingly following completion of marking.**

Policy Revised                      June 2021  
 Further Revision Date          June 2022

**Appendix 1**

# Marking

<p><b>Spelling Mistake</b></p> <p>Dyslexic pupils / SEN                  If required underline the incorrect spelling and if appropriate use as a Target.</p>	<ul style="list-style-type: none"> <li>• Underline spelling mistake (words that you feel the child should know) OR, a word you want them to correct.  <i>During Year 2, children will be progressed to:</i></li> <li>• Sp indicated in the margin.</li> </ul>
<p><b>Punctuation</b></p>	<ul style="list-style-type: none"> <li>• Indicate using a P in the text.  <i>During Year 2, children will be progressed to:</i></li> <li>• P indicated in the margin.</li> </ul>
<p><b>Missing Word</b></p>	<ul style="list-style-type: none"> <li>• Indicate using a ^ in the text.  <i>During Year 2, children will be progressed to:</i></li> <li>• ^ indicated in the margin.</li> </ul>
<p><b>New Paragraph</b></p>	<ul style="list-style-type: none"> <li>• Indicate using // in the text where a new paragraph is required.</li> </ul>
<p><b>Improvement</b></p>	<ul style="list-style-type: none"> <li>• Indicate using a wiggly line under the word / sentence to be improved.</li> </ul>
<p style="text-align: center;">✓</p> <p style="text-align: center;">●</p>	<ul style="list-style-type: none"> <li>• Good word used or point made (insert at that point).</li> <li>• Work is correct (Mathematics).</li> <li>• Work is incorrect (Mathematics).</li> </ul>

<p><b>Flagged Comment</b></p>	<p></p>	<p><b>Challenge Activity</b></p>	<p></p>
<p>EYFS / KS1 Staff Assessment Learning Challenge</p> <p>☺ ☹ ☹</p>	<p>EYFS / KS1 Pupil Self Assessment Learning Challenge</p> <p>✓ ✓ ✓ ☺ ☹ ☹</p>	<p>EYFS / KS1 Pupil Peer Assessment Learning Challenge</p> <p>✓P ✓P ✓P ☺ ☹ ☹</p>	<p>☺ achieved in full ☹ achieved in part ☹ not achieved</p>
<p>KS2 Staff Assessment Learning Challenge</p> <p>  </p>	<p>KS2 Pupil Self Assessment Learning Challenge</p> <p>  </p>	<p>KS2 Pupil Peer Assessment Learning Challenge</p> <p>  </p>	<p> achieved in full  achieved in part  not achieved</p>

**Pupil Peer Assessment at EYFS and Key Stage 1 at the discretion of the member of staff**

**Appendix 2****Examples of Challenge Activities****Mathematics**

- Identified children use the Mathematics Challenge area (limited in numbers)
- Consolidation of multiplication tables
- Mixture of differentiated calculations presented on the board
- Challenge cards
- National Strategy – Pitch and Expectation examples
- Independent NRich problem solving activities

**English**

- Spellings
- Phonic consolidation
- Picture stimulus cards / artefacts i.e. write about what you see, feel etc
- English games (see library)