



Marking and Feedback Policy

Date ratified by Governing Body	19th July 2021
Review Cycle	Annually or when there is a change in statutory guidance or legislation
Review Date	July 2022
Signed Headteacher	
Signed COG	



- 1. Philosophy** We believe that constructive marking and feedback helps to raise standards. The purpose of this policy is to make explicit how teaching staff mark children's written learning and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently. Written marking will be monitored regularly and contribute towards the school's overall monitoring cycle.
- 2. We also believe:**
 - a. marking or verbal feedback of pupils' learning in all subjects should be regarded as a regular means of communication with pupils about their individual progress.
 - b. this communication needs to be in a form which is comprehensible and clearly able to be understood by the individual pupil.
 - c. the feedback on progress that this represents should inform the next step in a pupil's learning.
 - d. Standard English (grammar and spelling) should be addressed.
- 3. The agreed practice of marking must be:**
 - a. consistently applied by all staff.
 - b. clear in its purpose.
 - c. manageable.
 - d. productive in its outcomes.
 - e. informed by pupils' individual learning needs and previous assessments.
- 4. Principles** Teachers spend a large proportion of their time marking and assessing pupils' written learning. In order to achieve a whole school approach, marking methods are agreed and are:
 - a. Central to classroom practice.
 - b. Part of effective planning.
 - c. Consistent across year groups.
 - d. Developmental across the Key Stage.
 - e. Sensitive and constructive.
 - f. Consistently applied by all those working with children in school, including supply and student teachers and support staff.
 - g. Monitored by subject TLA leaders.



- h. Clearly displayed in classrooms, in their books and children's attention must be regularly drawn to these.

5. Pupils are also central to this approach by:

- a. Being encouraged to comment on the work themselves before handing it in or discussing it with the teacher.
- b. Given the opportunity to self-assess individually, in pairs, or in groups.
- c. Given time to act upon feedback given.

6. The pupils can therefore:

- a. Keep track of what has been done and what still needs to be done in the time available.
- b. Know the expectation of the teacher.
- c. Start to evaluate against the criteria, seeking help where needed.
- d. Be in a position to mark his or her own work or cooperate with a response partner.
- e. Confidently work with others who share the same criteria.
- f. Engage in a meaningful plenary to the lesson.

7. How do we mark and give feedback on children's work? Children's work needs to be marked in a consistent colour that can be clearly seen and is usually black. The school makes use of a variety of forms of marking / feedback:

8. Verbal Feedback

- a. Children should receive regular oral feedback. This may be to correct a child's understanding or to extend the child's learning. Their written learning will then be marked using the code in **Annex A**. Children of all ages need verbal feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment. In Early Years, the children work mostly in small groups. The teacher will always discuss the work with the child and give feedback orally, therefore, aspects of the marking code are not appropriate. Written comments are not usually used as feedback for our youngest learners but may:
 - i) Provide an explanation of what the child has produced (e.g., A description of a picture; a comment made by the child about the picture; the writing decoded for others to read.)



ii) Highlight an objective that the child has met or on progress that has been made.

b. Teachers employ differentiation of feedback in a manageable way and at the same time ensure that pupils know they can move forward. This can be achieved by modifying the comments made to suit the ability and age of the pupils.

9. Quality Focused Marking Some pieces will be marked in greater detail and should always relate to the learning objective and any success criteria formulated as part of the lesson or unit of work. On average, one piece of children's work in English and Maths will be marked in this in-depth way each week and more frequently for disadvantaged pupils and those pupils who need to make rapid progress to catch up with their peers. It is acknowledged that in teaching sequences this may be more than once a week in some weeks and less frequently in other weeks. Marking should provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved. Pupils should have time to respond to this in-depth marking.

10. Marking Improvement Prompts

- a. Reminder prompt: linked to success criteria and '*We Are Learning Too*' (WALT) e.g., Say more about..... Explain this for me....
- b. Scaffolded prompt: A sentence given by teacher with missing words or an open-ended question e.g. Could you try and make the ending more interesting? Describe the... Show me a sentence with ...
- c. Example prompt: giving two or more alternatives or asking the child for an idea of their own.

11. Spellings and Grammar Children will be encouraged to use correct spelling rules and grammar. Errors will be identified and feedback will be given as appropriate. Children will be expected to spell high frequency words appropriate to their age-group as detailed in the 2014 National Curriculum and marking will reflect this expectation. Teachers will use their professional judgement to avoid 'over-marking' grammatical or spelling errors.

12. Highlighter pens Highlighter pens are used in English lessons but has been extended to any lesson or subject as a way of identifying sections of work which meet the learning objectives/success criteria and parts which need editing / further thinking. This is an important tool when marking in depth:

- a. Orange – Opportunity to perfect it.
- b. Green - This is great work (e.g., highlighting words and phrases against the success criteria).



13. Polishing Pens

- a. Polishing pens will be used by the children to make corrections and improvements to their work in response to teacher feedback. This is particularly important on work which has been marked in depth.
- b. Where teachers have identified spelling, grammar and punctuation errors, these will be highlighted in orange as in **Annex A** so that the children can see clearly where the alterations need to be made. Children will have time to complete this editing with their polishing pens. Teachers will then mark these alterations and improvements too.

14. Shared Marking Teachers regularly use a piece of work from a child (with their agreement) to mark as a class / group, using the visualiser. This enables the teacher to model the marking process and teaches particular points at the same time. This is especially important as we want to our pupils to edit their work either by themselves or with peers before adult marking to encourage independent thinking.

15. Whole-class feedback This takes the form of going through work set, talking about processes and answers, and discussing and reviewing learning and misconceptions – usually in the plenary. Teachers look for opportunities to provide positive public feedback to children concerning work.

16. Acknowledgement marking

- a. Work is simply ticked and a tick is marked next to the WALT when the learning meets the WALT. An encouragement comment such as 'well done' or 'an excellent piece of work' may be added as appropriate. Stickers are also great at celebrating the achievement and are well liked by pupils.
- b. This type of marking is suitable where there has been whole-class oral feedback that has achieved a satisfactory level of understanding. It may also be appropriate when other groups in the class are being marked in a more detailed way, on a rotation basis.

17. Self- and Peer- Assessment We aim to involve the children as far as possible in the analysis and constructive criticism of their own work. Self and Peer assessment are a key learning tool in our approach. Clear success criteria should be the focus of self and peer assessment, and this process is most effective when modelled during plenaries and mini plenaries where improvements can be modelled. This is a gradual process, built up over the years. The first stage is to get children to mark their own work, leading on to peer-assessment when they are confident with the process.

- a. Stage 1: Children identify their own successes with ease if the learning intention is clear. Pupils are encouraged to identify the best elements of their work and share these with another child, a small group and sometimes the whole class. This helps to increase self-esteem and focuses on the positive elements within a piece of work.



- b. Stage 2: When pupils are confident at stage 1, they can begin to identify areas in their work where improvements could be made. The pupil can then work with a response partner, or an adult, to affect an improvement.
- c. Stage 3: Children identify an area to be improved and make the improvement as part of the lesson. This can also work with pairs, especially when paired discussion is part of the class culture.

The above can be highlighted by these symbols:



Self-assessment



peer assessment

Some plenaries will provide time for pupils to reflect on the WALT and to draw (neatly) a face:



means I understood this learning and I've achieved my objective.



means I achieved some aspects of the objective but I'm not sure about some of this learning.



means I don't feel confident with this learning. I'd like the chance to have another go.

The above allows us to see how children feel about their progress towards achieving the learning objective.

18. Marking of Homework When marking homework, teachers will ensure that individual efforts are acknowledged and praised. Comments will refer specifically to the content of the homework. When appropriate, suggestions for improvements will be made. Marking of homework will also serve to inform parents about a teacher's expectations. All other aspects of the marking and feedback policy also apply to homework.

19. The Role of Marking in Celebrating Achievement

- a. Self-esteem is a significant factor in being a successful learner and high expectations can only be fulfilled if self-esteem is also being developed.
- b. All achievements are linked, as each build further confidence in future goals; links should be made explicit to children.
- c. Children should see learning as a continuum, in which they gradually progress.
- d. Some pupils may prefer to celebrate achievements privately, rather than publicly.
- e. Achievements will be celebrated through whole school assemblies, opportunities to visit other members of staff and Headteacher and classroom-based reward.



RESPONSIBILITIES

20. It is the responsibility of the Governors. To monitor the consistent use of this policy across the school and to report back to the full Governing body annually.

21. It is the responsibility of the Head:

- a. to ensure that the whole school has an effective Marking Policy which is fully understood by all staff and the policy is reviewed on an annual basis.
- b. to ensure the implementation of the whole school's Marking policy and to ensure that marking is regular and formative.
- c. to ensure agreed assessment procedures are adhered to.

22. It is the responsibility of all classroom teachers:

- a. to ensure that all classwork and homework is marked regularly according to the whole school's marking policy.
- b. to keep a record of marks and levels achieved in accordance with the agreed procedures within the school (Pupil Progress Meetings).
- c. to explain the marking and assessment system to the pupils, using it to move each child's learning forward, involving parents where appropriate.
- d. to ensure that assessment information informs further curriculum planning.
- e. to display children's written learning creatively and care for children's work through correct storage.
- f. to provide evidence of marking on ALL pieces of work (Teacher led or TA led, Self-Assessment, Peer Assessment).

Annex:

- A. Agreed Marking Symbols
- B. Agreed Presentation
- C. Marking – A Guide for Pupils
- D. A Guide for the Front of Children's Books



Agreed Marking Symbols

Verbal feedback given use 'VF'

A speech bubble maybe also used to support all practitioners in the classroom supporting the next step.

We talked about using a ruler.

We mark against the WALT and put a tick next to the WALT when learning meets it.

We mark using black pen and use the following symbols:

- √ Indicate something good
- √√ Indicate something excellent
- // new paragraph / new line
- / finger space required

next steps (for developmental marking points)



Spellings:

Underline word spelt incorrectly, children to find word spelt incorrectly and correct. Younger children may have the word written out for them. Children write it out three times.

□ Indicates letter case is wrong e.g. □ondon

○ Indicates punctuation errors e.g. The cat sat on the mat○

In Maths:

- √ Calculation is correct
- . Calculation needs correcting

Does your answer make sense?

To extend pupils learning in Maths lessons we often use 'Now try this' or

Support given in tasks

We assume all work in books is completed independently and when support is given a symbol is marked by the work.

- T Teacher support for task
- TA TA support for task
- V Volunteer support for task



I Completed independently (only required where a support stamp or symbol has been used earlier in the same work and demonstrates progression in the task).

(We also use stamps for this sometimes)

Self-assessment against WALT:

- 😊 means I understood this learning and I've achieved my WALT.
- 😐 means I achieved some aspects of the WALT but I'm not sure about some of this learning.
- 😞 means I don't feel confident with this learning. I'd like the chance to have another go.

Or traffic lights where green, amber and red reflect the statements above

Highlighter pens

Often used in English lessons but is now to be extended to any lesson or subject as a way of identifying sections of work which meet the learning objectives / success criteria and parts which need editing / further thinking. This would be used when marking in depth.

- a. Orange – Opportunity to perfect it.
- b. Green - This is great work (e.g., highlighting words and phrases against the success criteria)



Agreed Presentation

1. Philosophy and Purpose At Merriott and Haselbury First School we believe it is important that children:

- a. Take pride in their work.
- b. Present work in a manner appropriate to the subject, the purpose and the audience for which it is intended.
- c. Be taught presentation skills in a planned way, with progression and continuity across all key stages.
- d. Have high quality materials appropriate to age and need.
- e. Are encouraged to appreciate their materials and look after them.
- f. Are made aware of the expectations which should be appropriate to age and ability.
- g. Are positively encouraged to consistently achieve the standards set.
- h. Zero tolerance of poor standards of work. The class teacher (in liaison with TA) will decide whether this means re-doing written learning, 'time out' from breaks to complete etc. and will be dependent on the individual child.

The following sets out the guidelines for setting out and presentation for all key stages:

- a. Work will be dated using the short date.
- b. The WALT (We are learning to) will be included.
- c. A line will be missed after the date.
- d. Where a title is used and will be underlined from Y1 as children are developmentally ready.
- e. A line will be missed after the title.
- f. Before a new paragraph is started a line will be missed.
- g. Where speech marks are used every new speaker has a new line.
- h. Work will be aligned to the left-hand margin (no gap at the edge).
- i. The teacher will decide whether work should be ruled off or not when completed.
- j. Another line will be missed before beginning new work.
- k. In numeracy books, where squared paper is used, one square will be used for one digit/symbol.
- l. Foundation to Y2/3 pupils will write in pencil; crayons and felt tipped pens will not be used for formal written work.
- m. Pupils may use pen for written work from Y3, initially for display and handwriting work. The teacher will decide when work will be written in pen.
- n. All diagrams will be in pencil.
- o. Errors should have a single line through them or using an eraser sparingly.

A Presentation Charter is included at the front of children's books (**Annex D**)



Marking – A Guide for Pupils

1. WHY DO TEACHERS MARK?

- a. So that you and your teacher know how well you have done.
- b. To let you know you have achieved the objective / targets.
- c. So that your teachers know how to help you in the future

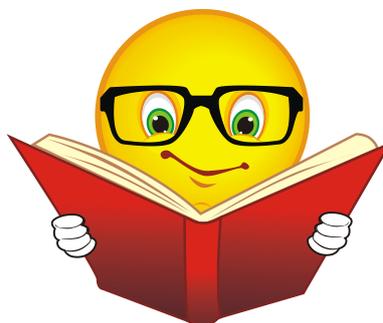


2. HOW TEACHERS MARK

- a. They talk to you about your work.
- b. They write comments for you to read.
- c. They use symbols to help you improve your work.
- d. You will see that not all your mistakes will be marked. This is because your teachers want to pick out one or two targets at a time. You can then work on these targets

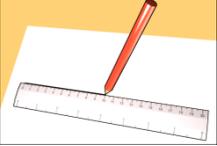
3. HOW CAN YOU HELP YOURSELF?

- a. Take care with your work.
- b. Check through when you have finished.
- c. Make sure you understand what you are expected to do.
- d. Read the comments in your book and make sure you know what they mean.
- e. Please ask a teacher if you are unsure.

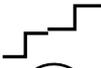




A Guide at the Front of Children's Books

	<p>Presentation Charter Steps to Success</p>									
	<p>I will take pride in my written work and look after my books.</p>									
	<p>I will make sure the date and the WALT is at the top of the page. I will underline with a ruler.</p>									
	<p>I will use a ruler and pencil to draw all lines.</p>									
<p><u>mistake</u></p>	<p>I will put one neat line through any mistakes.</p>									
	<p>I will glue sheets into my book carefully.</p>									
<table border="1" data-bbox="288 1435 405 1525"> <tr><td>2</td><td>9</td><td>4</td></tr> <tr><td>7</td><td>5</td><td>3</td></tr> <tr><td>6</td><td>1</td><td>8</td></tr> </table>	2	9	4	7	5	3	6	1	8	<p>I will put one digit in each square in my Maths book.</p>
2	9	4								
7	5	3								
6	1	8								
<p><u>write</u></p>	<p>I will write on the lines in my book.</p>									
	<p>I will edit with my polishing pen neatly.</p>									



My Marking Guide	
<p>We mark against the WALT ✓ WALT achieved</p> <p>Your next step is</p> <p> VF verbal feedback</p> <p></p>	<p><input type="checkbox"/> Missing capital letter or incorrect letter case</p> <p>○ Punctuation needs checking</p> <p>/ Finger space</p> <p>// New paragraph</p> <p>Spelling errors will be underlined in orange and need correcting e.g. <u>whent</u></p>
<p>Maths marking</p> <p>✓ correct . incorrect –try again</p>	<p>Highlighting colours</p> <p> opportunity to perfect with polishing pen</p> <p> great work against the WALT</p>