



## Crockham Hill C E Primary School

*Giving children the best possible start to the rest of their lives.*

### **Feedback and Marking Policy**

<b>Review Body:</b>	Headteacher
<b>Leadership Group Responsibility:</b>	SLT
<b>Type of Policy:</b>	<b>Non - Statutory Policy</b>
<b>Review Period:</b>	Every three years
<b>Reviewed:</b>	Autumn 2022
<b>Next Review:</b>	Autumn 2025

Approved by Teaching and learning Committee on 2<sup>nd</sup> November 2022

This policy supports our values of Respect, Empathy and Aspiration. It has been adopted so that all members of our staff know what standards we expect. This supports our school vision by helping us to challenge every child to succeed and to recognise their individual needs and aspirations.

**RESPECT EMPATHY RESILIENCE ASPIRATION**

## **Introduction**

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning.

We aim to provide a system of marking that is consistent within our school, which informs and influences our planning. It will enhance children's learning and allows some flexibility for teachers so that pupils continue to be interested and well-informed by the feedback that they receive from their teachers.

## **Aims:**

Effective marking should:

- Give verbal or written feedback to children, inform them of their achievements and the next steps in their learning.
- Relate to learning objectives and success criteria.
- Give children specific praise for the success of their work.
- Give children clear strategies on how they can improve their work in an accessible way.
- Help teachers evaluate teaching and inform future planning and next steps in learning.
- Show consistent systems and codes throughout the school with sufficient flexibility to sustain interest right through the primary phase.
- Provide a tool for teacher assessment.

Time should be given, either at the start of the lesson or in a specific response time, for children to read the marking comments and respond to any suggestions or questions.

For Example:

- Reminder prompt: linked to success criteria and L.O. e.g, Say more about.....  
Explain this for me....
- Scaffolded prompt: A sentence given by teacher with missing words or an open ended next step/question e.g, Now you try and change the ending?
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

## **General Principles for Marking and Feedback**

Feedback can be done by teacher or TA with an individual child or with a group of children looking at a piece of work, identifying together successes and areas for improvement. Much of this will be done orally; the children will be taught to recognise a tick for successes and a dot for improvement. Feedback should be stage appropriate.

Work may be marked in a black, blue or green throughout the school. Pupils should write in pencils up to Year 4. From Year 4 onwards, children can earn their pen licence, when they have been awarded their pen licence, they may complete all work in blue pen (other than when completing Maths, drawing or diagrams, when a pencil should be used).

Children will be taught to set out the LO and date, and underline these, from at least term 6 in Year 2.

Learning Objectives and success criteria will be set out for each lesson and should be visible to all children; where appropriate, they should be written or stuck on children's books.

Self-Assessment:

- When appropriate, children should indicate whether they feel they have achieved the L.O. and/or success criteria. This should be done either by completing a 'Success Criteria grid' or drawing a smiley/straight line/wobbly face (EYFS and KS1), score 1-5 (KS2) next to the LO.
- When appropriate, children will be asked to peer assess other children's work with a purple pen and by adding their initials to the work.
- From Year 1 children will be taught to evaluate and assess their work with increasing independence using a green pencil/pen.
- When ready, pupils will be taught how to evaluate "mark" the work of their peers in purple pen.

This can be done at appropriate times within a lesson.

### **Specific subject marking agreements**

#### **English Marking Agreement**

- Identifying key vocabulary that the child should be able to spell (at a 'sp' in the margin, although use with caution in Y2 & Y6 to ensure evidence of independent writing)
- Identify key and specific vocabulary before writing begins when necessary.
- Provide access to vocabulary mats/cards when necessary.
- Reference to success criteria when relative to the task.
- Pupil self-assessment when reviewing written work.
- Use codes & symbols sheet for consistency across school.
- Highlight successes by either ticking or highlighting words or sections and areas for improvement with a dot.
- Encourage children to correct spellings at the end of the work to be practised.
- Use questions or improvement prompts to move children's work on to the next step.
- Provide developmental written feedback at least once a week and verbal feedback where appropriate.
- Triangle next to LO to indicate achievement (one side = not achieved, 2 sides = achieved some, all three sides = achieved completely).
- All cover teachers and supply teachers should initial work completed in the lessons they cover.

### **Maths Marking Agreements**

- Dots to be used for errors, not crosses.
- The initials NS used to indicate next step.
- Codes & symbols sheet used for consistency across school.
- Triangle next to LO to indicate achievement (one side = not achieved, 2 sides = achieved some, all three sides = achieved completely).
- All cover and supply teachers should initial work completed in the lessons they cover.
- Peer / self-assess using purple pens.
- If unclear as to child's understanding, ask child to demonstrate this through use of questioning or additional work.
- If lots of errors shown, choose a few examples for them to self-correct or re-attempt.
- Positive verbal comments should be given recognising children's strategies used to complete work, although there is no need for this to be written.
- Highlight numbers written the incorrect way around and ask children to practise.

### **Science and Foundation Subjects marking agreements**

**In all pieces of work** the success of the LO must be assessed:

- Teacher – Triangle next to LO to indicate achievement (one side = not achieved, 2 sides = achieved some, all three sides = achieved completely).
- Children to draw either a smiley/straight line/wobbly face or 1-5 score against LO to indicate self-assessment.

Each half term, all work will be marked and **at least one piece of work** will be developmentally marked. This will include detailed written feedback when necessary. Regular verbal feedback will be given to pupils. A range of the following marking strategies should be evident for all pupils.

- Questions – these can be from the teacher but also should be encouraged from the pupils.  
Investigations should include the raising of questions in the marking by the teacher or in the response to the investigation by the pupil.
- Observations/next step comments – these can be about the content or the process of the learning and can come from teacher and/or pupil

The formalised recording of experiments should develop through the year groups.

There should be regular recording of science activities from early in KS1. This can be annotated pictures, simple worksheets, pupil generated pictures with annotations from adults or labelling by pupils

## **Marking Code**

**Please use the following symbols when marking children's work or giving feedback.**

**NS – Next step**

**P – Punctuation**

**G – Grammar**

**? – Please explain what you mean.**

**Vf – Verbal feedback**

**1:1 – adult support one-to-one**

**T – Supported by the teacher**

**TA – supported by the TA**

**G – Guided during this section of work**

**Peer – Working with a partner**

**✓ – A great word/sentence**

**✓✓ - An amazing word/sentence**