



## Marking and Feedback Policy

Our aim is for our teachers and children to provide feedback that will improve; make a difference and accelerate learning.

### Expectations

- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be checked, as appropriate, according to the children's levels.
- Marking will provide positive feedback and promote high expectations and engagement in learning
- Each piece of work will be marked by an adult. Any work assessed by pupils will also be commented on by an adult.
- All adult marking to be in a **pink pen**.
- When a child is responding to feedback this must be completed in a **purple pen**.
- All work will be marked promptly and before the next lesson so that planning can be adjusted if necessary.
- Where pupils require instant intervention, the code **IV** may be recorded next to the work and this will result in immediate intervention with an adult before or during the next lesson. This may apply when a child persistently omits punctuation during a piece of writing or requires additional help with a mathematical concept. The intervention work is recorded next to the original piece of work in a **purple pen**.
- Anyone marking work other than the class teacher (e.g. supply teachers) must initial the work they have marked.
- Parents or volunteers must not mark work.

#### Marking crib-sheets

- Crib-sheets are available and can be used by the teacher whilst marking children's work. Notes can be made on interventions needed, common errors and misconceptions, good examples and any other notes which can be used at the beginning of the next session.

#### In English

- **Independent** writes are used to assess the children's level of ability and to set targets to help them meet the next set of performance indicators. Success criteria against which they can self and peer assess their work will be used. Teachers to indicate if the learning objectives have been achieved.

#### In Maths:

- Correct answers will be ticked, but incorrect attempts will be marked with a dot and misconceptions dealt with by the teacher with the pupil as soon as possible (if possible, during the lesson or as soon as possible after the lesson, with time provided to make the necessary corrections/improvements).
- Scaffold, reminder and example prompts will be used to address misconceptions or extend learning (see below).
- Detailed next steps feedback will be provided if necessary.
- **IV** may be used as above to show where intervention is required.

#### In other areas of learning

- Feedback and marking needs to acknowledge progress towards the learning objective.
- When writing has taken place, this needs to be marked with the same rigour as any longer piece of writing and follow the same marking procedures and prompts as followed in English.
- Comments, where necessary, will be positive, including the areas for development.

## Marking Strategies

Approaches:

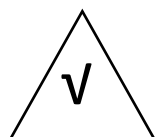
- **Oral feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place. A record of this could take any of the following forms:
  - Annotated notes on plans
  - Summary notes on children's work
  - Summary notes written by pupils
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child and can be recorded in different ways (see below).
- **Distance marking** – this takes place away from the children and gives opportunity for further analysis and reflection on the children's progress in learning. It may lead to the need for further dialogue with children to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

**When distance marking, the following must be taken into consideration:**

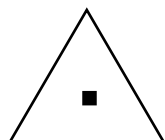
- Can the children read and understand the comments or have the comments been explained?
- Are comments spelt correctly?
- Has the school handwriting policy been followed when writing comments?
- **'Fix it' time** ensures a dialogue between teacher and pupil is securely embedded
- **Self –assessment and evaluation** – pupils are given opportunity to reflect on their own learning; identify progress towards success criteria/targets and identify areas for improvement. For this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work.
- **Peer assessment and evaluation** – pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

## Appendix A – Marking Codes

### Marking Codes



Teachers will use this symbol to indicate the learning objective has been achieved.



Teachers will use this symbol with feedback if the learning objective has not been achieved and there is a written improvement target.

IV

Teachers may use this symbol with feedback if the learning objective has not been achieved and intervention is required.

**VF** – oral feedback. There has been verbal dialogue about the work between the child and the teacher.

**Gu** – Is used to indicate guided work.

**I** – Is used to indicate independent work, which can be used as assessment.

any part of a child's work which is underlined by the teacher requires a response from the child in **purple pen**.

## Appendix B – Self and Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked

I learned

I think I will

I never knew

I discovered

I was surprised

I still wonder

I have learnt

Next time I could

I now know

I found...difficult because ...

I solved ... by ...

The best example of ... is ...

I like the way you ...

... is effective because ...

You could make your work better by ...

Have you thought about ...

If we look at the success criteria we can see ...

Next time you could ...

### Peer Marking

- Partners should be similar ability
- Agree rules: respect, listen...
- Explain & model the process with the whole class
- Use last year's work, standards site, Testbase
- Compare and contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

### Peer Marking Agreement

*Our agreement on marking partnerships – we decided that there were some rules we all needed to keep. When we become marking partners we all agree to:*

- **Respect** our partner's work because they have done their best and so their work should be valued
- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective
- **Tell** our partner the good things we see in their work.
- **Listen** to our partner's advice because we are trying to help each other do better in our work
- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion
- Try to make our suggestions **positive** and as **clear** as possible.
- Get our partner to **talk** about what they tried to achieve in their work.
- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.
- *(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)*