



MARKING & FEEDBACK POLICY & PRACTICE

Purpose of marking and feedback policy

- To promote continuity and coherence across the school
- To ensure that work is quality marked and feedback is effective so that pupils know what they have done well, understand how to improve their work next time and are appropriately challenged.

Effective Marking

This will:

- Take place during or soon after the activity has been completed
- Provide opportunity for children to make improvements to their work
- Give feedback to children to inform them of their achievements
- Include written comments that focus on the child's next steps and what they have done well
- Inform future planning and learning
- Evaluate and assess children's learning
- Foster a Growth Mindset through emphasis of the process and effort children have made rather than the outcome
- Help parents to understand the strengths and areas to develop in their children's work

Type of feedback

Verbal feedback is potentially the most effective and natural form of feedback. Where this is given, the work is stamped with '**Verbal feedback given**'. Following this the child responds according to their age and ability level or the adult may write the child's response. Work is often marked away from the child. They are not given work back that is unmarked.

Closed Exercise Marking

All work is marked with a tick or a cross. Children from Y3-6 may self-mark these activities or work will be marked as a class or in groups. **Self-marking will be done in purple pen.** If work has been marked by the children, there will be some acknowledgement, in the form of a tick(s) at the end of the work, by the teacher that shows that this has been seen.

Growth Mindset

Verbal feedback will be used by adults and children alike to foster a growth mindset through comments such as:

- "I noticed you never gave up when you found this tricky"

- “Well done for identifying this mistake and correcting it independently”
- “I wonder how you could make this sentence even more effective than it is”

At times, teachers may use growth mindset stickers as a way of communicating growth mindset messages. However, these will be used sparingly for them to have maximum impact.

Quality Marking

Comments are made regularly in children’s books to either address an error or misconception or to further the child’s learning. Quality marking is used in all subjects for children from Y1 to Y6 (as appropriate to the ability of the child).

EYFS/KS1

A **smiley face stamp** is used to inform the children what they have done well. This is followed by a **next step stamp** for children only working at KS1.

KS2

A **what went well stamp** is used to inform the children what they have done well. This is followed by a **next step stamp**

Please note all comments will be made in child friendly language.

- All subjects will be marked with equal importance.
- The focus of the marking will relate to the learning objective/success criteria of the lesson and will be written in pink
- Teachers will give children ‘Fix-it Time’ to work through the task; ideally this should be at the start of the lesson before moving onto new learning.
- When responding to next steps, children will do this in purple pen.
- Where a child has produced something ‘wow’, this will be **double ticked in pink**.

Self-assessment

A **face with eyes** will be included above the LO, for children to add the appropriate emotion. This will indicate how successful they feel have been.



Next Steps

The following strategies are used according to the needs of the child:

(a) Reminder Prompts

Most suitable for higher ability children, this simply reminds the child of what could be improved

- *Say more about James’s character.*
- *Explain this for me.*

(b) Scaffolded Prompts

Most suitable for children who need more structure than a simple reminder, this prompt provides some support: These tend to either (a) focus the child’s attention on specifics or (b) delve deeper via two or more questions or statements. This is supportive and enhances the original writing.

- *What type of boy is James - good, bad, shy, excitable, kind? Or do you have your own idea?*
- *Describe what James would do if he heard unkind words about a friend.*
- *Finish this: James liked to play jokes on his friends. For instance, he ...*
- *What was the dog's tail doing?*
- *Describe the expression on the dog's face*

(c) Example Prompts

Extremely successful with all children but especially with average or below average children, this prompt gives the child a choice of actual words or phrases. This is when children are asked to elaborate their descriptions by giving them models of words or phrases they might use.

- *'Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.'*

Extended Write

Extended write will take place on most occasions weekly and children will undertake this in their presentation books. For every extended piece of writing, the children will be asked to write the date in full and a suitable title. There will be no need for a LO/SC. The date and title will be written by the children and underlined prior to any written work. After the work has been completed the teacher will tick in pink pen, throughout the piece of writing, to show that he/she has read it.

A pink highlighter will need to be used to highlight parts of the written work that meets the writing standard for the year group that the child is working at, with the skill evidenced in the margin. For example, if in Y4 the child has used a fronted adverbial, this will be highlighted and `fronted adverbial` written in the margin. A double tick in pink pen will be used to indicate where the child has really impressed the teacher. There will be no next step comments for work in the presentation books, but teachers may write a positive comment at the end if they should wish.

Marking against Learning Objective/Success Criteria

Each piece of work will have a LO that starts with, 'To be able to...' and a Success criteria that provides steps or reminders for children to attain the learning objective. This will be written in either the letter join font for Y2-6 or letter join air font for the younger children- EYFS/Y1. Action Verbs from Bloom's will be used as part of the LO.

Success Criteria will start with I can/I will remember depending on if they are steps/reminders. The SC will always link and match the LO and the learning activity/activities for all children. At times, the SC may also be differentiated to meet the needs of the children- this will be made clear through writing the name of the group in brackets at the side of the step within the success criteria.

Learning objectives (LO) and success criteria (SC) will be stuck into the children's books.

If a child has met the Learning Objective, then a pink highlighter is used to highlight the LO in the child's book and the child then receives a suitable challenge in pink. Next steps could be used to help the child achieve the LO

Success Criteria will be ticked in pink only where the children have followed and attained the steps.

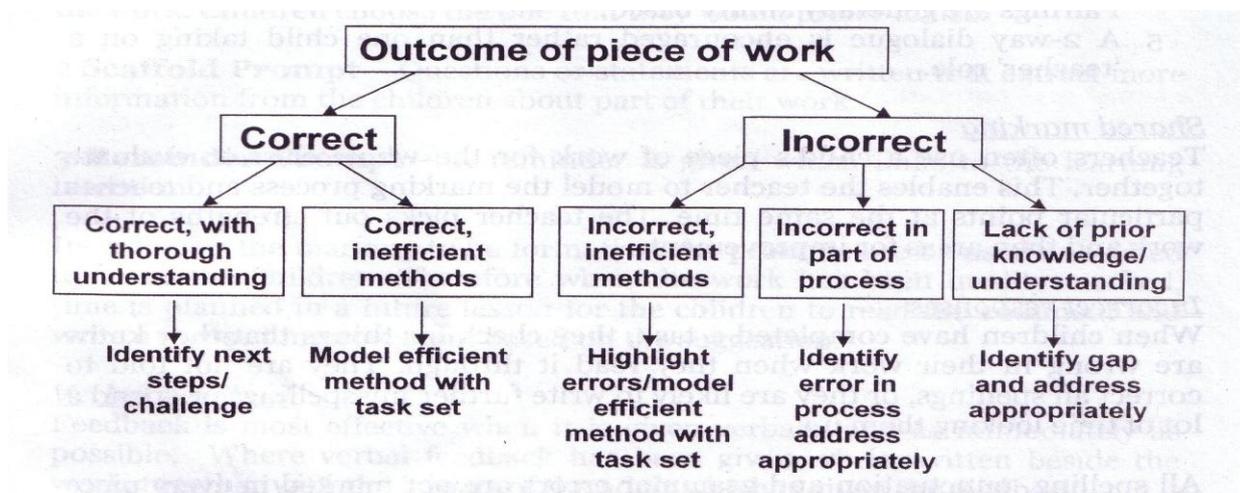
Marking secretarial features:

When work is complete, children are asked to check for things that they know are wrong in their work against a 'non-negotiable' list which includes expectations for all pieces of writing. However, they will not be told to correct all spellings, as they are likely to write further misspellings or waste time looking up words. Such features will only be emphasized in full assessment pieces or in redrafts. Children will be given feedback, which is related to the success criteria, and therefore some aspects of writing will be unmarked in certain pieces.

Marking in Mathematics

- Errors in mathematics are to be given a pink cross
- Incorrect number formation is always to be corrected

The following chart shows which type of quality marking comment or support would be used based on the children's responses in their work:



Marking Symbols

P	Punctuation error
sp in the margin and ~~~~~ under the word identified. E.g. byoutifull ~~~~~	Spelling error
^	Missing word
//	New paragraph
G	Guided work with Teacher
TA	Guided work with Teaching Assistant
PW	Paired work
v in the margin and ~~~~~ under the word identified Eg. nice ~~~~~	Choose a better word

Policy author: Samaira Nasim
Date: 06.09.18

Governor Ratification:
Date: Sept 2018

Signed: _____

Name: _____