



# Marking & Feedback Policy

APPROVED	Chair / Headteacher
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## ABSTRACT

Outlines the school's research based approach to marking and feedback and its effect on pupil learning and how to promote what it considers to be the key principles of a successful pupil - ***'Thinking, independent, resilient learners.'***

## **Marking and Feedback Policy**

### **Introduction**

Marking is a powerful tool in assessment of and for learning. It should form an essential part of teaching and learning. Marking demonstrates a respect for the work produced, gives feedback and indicates the way an individual can improve; it should be constructive and make a difference.

### **Principles**

Our marking and feedback policy is based on the principles that:

- Marking should celebrate and recognise effort and achievement and help improve a child's confidence and self-esteem.
- Children have the right to have their work acknowledged, to be given feedback on their achievements, and be given advice and next steps for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking helps raise standards through a combination of self, peer and teacher assessment that challenges and supports learning.
- Laying the foundations for effective feedback is essential. This includes:
  - Delivering appropriately timed feedback that focuses on moving learning forward
  - Plan for how pupils will receive and use feedback
  - Carefully consider how to use purposeful and time-efficient written feedback
  - Carefully consider how to use purposeful verbal feedback

### **Guidance for Marking by Teachers**

At Grange, all marking must be of quality with maths and English books marked daily.

Quality marking must indicate:

- What the child has done well against the understanding, skills, knowledge and learning outcome
- Links made to prior learning and concepts previously taught
- Next Steps –linked to the success criteria tells the child what needs to be done to fully meet the objective, further improve or consolidate learning.
- NS, next steps stamp or next steps should be written in child's book. This could include a written comment, or a printed question.
- Questions that are wrong should be crossed
- Provide an opportunity for the child to respond
- Teacher to mark improvements or provide answers to support pupil's to self-assess
- A success criterion is stuck in the English and Maths books, (for every recorded piece of work) as a prompt for children and a marking focus for teachers where one or more steps are not evident
- In key stage, 2 pupils should only use a different coloured pen to edit and respond to next steps marking.
- Pose an open question related to the WALT? /Success Criteria.
- Teachers should respond to the needs of the child, group or class, providing marking and feedback that is linked to their ongoing formative assessment of the learning.

- Support staff should be given answers to tick or cross a child's work and can provide a positive comment.
- Teachers should direct support staff on what VF or next steps comments to make. Where this is not possible, teachers alone should provide VF and next steps.
- A request to do some corrections, edit, justify, reason or respond. Marking can take the form of a scaffold, example or reminder prompt. (Appendix 1)
- Foundation subjects must be acknowledged marked with a group of books marked in more detail each week (next steps are not necessary). Where a child has made an error that will affect future learning, the error should be addressed immediately

### **Reception**

Marking and feedback should be carried out using appropriate language for the child to understand, which could include pictorial prompts (e.g., a 'finger' to indicate where a child has not used finger spaces). Quality marking should be carried out:

- Daily in Mathematics
- Daily in Literacy
- In EYFS learning journals; work is annotated to show stages of development; the area it relates to; teacher/key worker and child's comments on their learning

### **Verbal feedback In Key Stages 1 and 2**

During independent learning teachers are expected to walk the classroom giving immediate annotated verbal feedback (VF) **which the child is expected to fix immediately**. This is intended to show the immediate impact of marking on moving learning forward.

**Marking and Feedback by teachers could take some of the following forms:**

#### **Marking codes**

Marking codes should be used to identify (Appendix 2)

#### **Spelling and Grammar Corrections when Quality Teacher Marking –**

- If a child has made spelling errors in a piece of work (any curriculum work) unrelated to the WALT no more than two age expected spelling errors should be corrected by writing 'sp' beneath the line.
- If a child has made a persistent age expected grammatical mistake in a piece of work, no more than two grammatical errors should be identified by writing a 'g' and squiggly line beneath the mistake. The child must correct it as part of their next steps marking (with adult support if required).
- In EYFS and key stage 1, teachers' judgment should be used when correcting spellings that are phonetically plausible.
- Not every mistake will be corrected. Teachers written corrections should point out the child's mistake so they can correct it themselves and learn from that correction.
- Corrections should link to the learning objective/success criteria

**Note: When marking year 2 & 6 work, please do not specify errors in the above way (from the spring term) or their work will not be deemed independent.**

- Children should have the opportunity to self and peer assess their own work against the Success Criteria

- Children should have the opportunity to assess their learning using the language of solo taxonomy.
- Teachers should check the quality of peer and self-assessments made by children.
- Verbal feedback to be acknowledged in books with a (VF) and comment to move learning on; the child to take some action as a result of the verbal feedback
- In addition to this, support staff working with groups can mark the work of their group against the learning objective and success criteria. (answers should be provided for maths, comprehension and grammar)

### **Time to make improvements**

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work.

Time **must** be given for children to review their work in light of the comments made either.

Remember that –

- Marking is most effective with the child.
- Marking should provide clarity, deepen understanding identify next steps and move learning on.
- Teachers handwriting must be neat, legible, needs to be legible and a model for the child's own handwriting.

### **Alternative Ways of Sharing / Celebrating a Child's Success**

- Openings of lessons
- Mini plenaries e.g. WAGOLL – What a good one looks like.
- Plenaries and use of the visualiser
- Good work assemblies
- Visits to SLT
- Display

Marking and feedback will be monitored by SLT and subject coordinators through taking in samples of books, lesson observations and pupil voice.

## Appendix I

### **Scaffolded prompt –**

Why was it a dismal time? Why did you hate being there?

### **Example prompt-**

Choose one of these or write your own:

- It was dismal because I was bored all the time.
- I found it dismal having only my grandad for company

### **Scaffolded prompt –**

What type of boy is James?

### **Example prompt-**

- James is a kind, likeable boy with a great sense of humour. For instance...
- James is often excitable and boisterous but can be quiet and serious when he is working.

### **Reminder prompt –**

Learning objective: To use effective adjectives and adverbs.

‘Jason was trying to distract him, but the dragon remained focused.’

**Add something** - Add a noun phrase above to describe the dragon.

‘The scaly, golden winged dragon’

Learning objective: To introduce a character in a story.

‘Jaz went to school.’

**Tell us more** – Describe Jaz?

Appendix 2

P	Punctuation needed
CL	Capital Letter
^	Missing word
	'g'/grammar
NP//	New paragraph
I	Independent work
SA	Self-assessed
PA	Peer-assessed
S	Supported
SP	Spelling error
✓	Work is correct
x	Work is incorrect
VF	Verbal feedback