

CHELLINGTON CHURCH OF ENGLAND FEDERATION



Happiness Through Wisdom

“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare jewel.”
Proverbs 20:15

**Christopher Reeves VA Primary School/
St. Lawrence VA Primary School**

Marking and Feedback Policy

May 2022

Review Spring Term 2024

CHELLINGTON FEDERATION

MARKING and FEEDBACK POLICY

The Chellington Federation believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards. Marking can be in the form of written or verbal feedback.

Purpose

The Chellington Federation believe that the purposes of marking are:

- to inform planning
- to provide information for assessment
- to encourage, motivate, support and promote positive attitudes
- to provide constructive feedback
- to recognise achievement, presentation and effort
- to show pupils that we value their work
- to promote higher standards
- to correct errors and clear up misconceptions
- to assist learning
- to allow pupils to reflect on their performance and to set new targets together with the teacher.

Key Principles:

At St Lawrence and Christopher Reeves Primary Schools, marking should:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets which the pupil should know in advance
- where appropriate, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others.

Guidelines for marking

Forms of Marking and Feedback

We employ a range of strategies appropriate to the age and stage of the individual pupil. Teachers should consider first “*What will make a difference to this pupil’s progress?*” and then select from:

- Verbal feedback (for practical and written work)
- Thorough marking (NB ‘thorough’ does not mean ‘lengthy’)
- Acknowledgement marking (a simple check of work, tick, date and/or indication of verbal feedback given)
- Self-marking
- Peer marking and feedback

When to mark

The most effective marking and feedback happens during the lesson itself. Teachers should aim to do a *thorough mark* with the pupils present, where appropriate. When pupils are old enough to read the teacher’s written feedback, it may also or alternatively be effective to *thorough mark* away from the child.

What to mark

- Teachers will apply their judgement when marking, against the learning intention, their knowledge of the child and the child’s personal learning targets
- Final pieces are not always marked; work for display will have been marked separately.
- At least one piece of in depth marking per week.
- Homework tasks are marked as an acknowledgement of effort & completion.

How to mark:

- Where marking takes place after the task has been completed, the teacher will make a positive comment celebrating the children’s achievements and, where appropriate, provide a future target. (This may need to be shared orally with the children at the beginning of the next session or piece of work).
- Marking should inform the child of the progress they are making and the next steps they need to work towards.
- St Lawrence’s and Christopher Reeves’ agreed marking code will be used throughout Early Years Foundation Stage, Key Stage 1 and adapted for use in Key Stage 2 (see attached marking code and specific details for key stages in Appendix 1 and 2).
- Marking should be done using legible writing and correct modelling of punctuation and grammar.

After marking

- Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. Pupils must be given time to respond to marking where appropriate, therefore marking needs to be explicit about what the pupil needs to do.
- Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
- Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.
- Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.
- If a pupil makes only a few errors in their maths work then these errors will be marked with a dot to indicate that the child should make a second attempt. If a pupil has made a lot of mistakes then the learning will be revisited.

Pupil marking

- Children may, where appropriate, self-mark work, or mark another child's work.
- When drafting, errors are left and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. For best work and final pieces, erasers may be used.

Teaching Assistants

TAs should mark work produced by their group of pupils and this should be done within the session to give immediate feedback. They should then inform the teacher of the progress and problems from that piece of work. It is not the role of the TA to complete any other marking for the teacher.

Supply Teachers

We expect supply teachers to mark work using the school's marking code and policy.

In conclusion

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Success Criteria

We know our policy is working if:

- there is evidence that work is being marked regularly
- marking informs future planning
- pupils acknowledge targets or 'next steps' and work towards achieving them.

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by carrying out book scrutiny. This will be the responsibility of all staff. Feedback on the implementation of the policy will be given during staff meetings or with individual members of staff. The Governing body will monitor the implementation of the policy.

This policy is the responsibility of: The Learning and Outcomes Committee

This policy has been reviewed and agreed by the Governing Body on 26th April 2022 and will be renewed in April 2024.

If you require a hard copy of this policy, please contact the school office.

Appendix 1

St Lawrence Church of England Primary School Marking and Feedback Specifics

Specific Details on Year Groups

At St Lawrence we accept that written marking of work has to be tailored to meet the ability and age of each child and the subject being marked. This policy will be used throughout the school but the details below will guide teachers in specific year groups as to any particular applications for pupils within their area:

Throughout the school, pink pen will indicate success towards the Learning Intention (“Tickled Pink”). Green pen will indicate an area requiring further development (Green for Growth).

All children at St Lawrence Primary School write in pencil or blue pen. All marking by staff will be carried out in pink/green pens. Responses by pupils will be done in a purple pen.

Foundation Stage

- In the Foundation Stage, positive comments can be accompanied by a smiley face, endorsing the Tickled Pink / Green for Growth process: wherever appropriate we provide the child with a simple target
- Children may also receive verbal feedback, indicated by VF written against the work.
- Stampers and/or stickers are used as additional indicators of success.
- Where appropriate, it is indicated whether the child has completed the work independently or with some assistance:
 - IW - Independent work
 - WS - With Support

Key Stage 1

- In Year 1 and Year 2 work is often marked and discussed with the child present. This will be identified by VF (Verbal Feedback) being written against the work, to supplement the Tickled Pink / Green for Growth indicators.
- The degree of correction will depend on the ability of the child.
- The St Lawrence Marking Code will be used when a teacher feels that the child will be able to understand the marks made.
- Child friendly symbols for targets may be used to show pupils how to progress.
- Underlining is used when marking extended writing using ‘Tickled Pink’ (3) and ‘Green for Growth’ (1). All highlighting must link to the success criteria and the marking.
- Children will be given the opportunity to respond to comments, using a purple pen.
- In Year 1, high frequency word spelling errors will be identified in a piece of work. Pupils will write out this spelling three times at the start of the next lesson.
- In Year 2, up to three spelling errors will be identified in a piece of work. Pupils will write out this spelling three times at the start of the next lesson.
- Where appropriate, it is indicated whether the child has completed the work independently or with some assistance:
 - IW - Independent work
 - WS - With Support

Key Stage 2

- Work will be marked to indicate success towards the Learning Intention, using the Tickled Pink / Green for Growth indicators. Children may also receive verbal feedback, indicated by VF written against the work.
- Children will be given the opportunity to respond to comments, using a purple pen.
- Spelling and grammatical errors will be corrected using a purple pen, up to three spelling errors will be identified in a piece of work.
- Where appropriate, it is indicated whether the child has completed the work independently or with some assistance:
 - IW - Independent work
 - WS - With Support

St Lawrence Marking Codes

Spelling error	<u>watever</u>	(sp next to word and corrected in the margin)
Capitals wrong or missing	circle and correct above relevant word	
Paragraphs	rushed. // Next morning	(double forward slash)
Insert word or sentence	quickly ^ ran out	(arrow pointing to insert position)
Doesn't make sense	?	(? in margin)
Verbal Feedback given	VF	
Self-assessed	SA	
Peer assessed	PA	
With support	WS	
Green dot for error	■	
Independent work	IW	

Appendix 2

Christopher Reeves Church of England Primary School Marking and Feedback Specifics

Foundation Stage

- Feedback to children should be predominantly *Verbal Feedback*
- In the Workbooks, the Date, Learning Target and Development stage is prepared on a sticker.
- Next Steps – informs the teacher for Planning
- (i) and (s) - informs the teacher of 'independent' or 'supported' work for Assessment
- Verbal Feedback is recorded as VF, followed by
 - CL (Capital Letters)
 - . (Full Stop)
 - Sp (Spelling)
 - F (Letter / number formation)

Key Stage 1

- *Verbal Feedback* and *Thorough Marking* when the pupil is present will be most effective for pupil progress.
- (P)– indicates progress made within lesson in relation to verbal feedback
- The degree of 'correction' and written comment will depend on the ability of the pupil
- Child friendly symbols for Targets may be used
- *Self* and *Peer Marking* should be introduced at KS1 and practiced to establish and develop pupils' reflection and personal responsibility towards their own learning
- Post-it notes, for responding to feedback, may develop from single words in Year 1 to more in-depth phrases in Year 2
- Written comments may also be prompts to the teacher and provide evidence in Assessment

Key Stage 2

- Pupils progress will be impacted by a wider range of marking and feedback approaches
- Teachers should maintain the principles of efficient & effective, not lengthy marking
- Comments can provide the specific opportunity for pupils to show improvement, e.g. 'rewrite this sentence using the correct punctuation'
- (P)– indicates progress made within lesson in relation to verbal feedback
- Children will be increasingly able to recognise and respond to the Success Criteria (Must, Should, Could) when *self* and *peer marking*; in Lower KS2 this is introduced as a whole class reflection, gradually building to independent recognition at Upper KS2
- Written comments may also be prompts to the teacher and provide evidence in Assessment

SUBJECT SPECIFIC

English:

Reading – pupils receive verbal feedback, and give peer feedback during Guided Reading sessions

Writing – as outlined in policy

Mathematics: the structure of the Maths curriculum differs from the teaching of Reading and Writing in that it includes mental, written and investigative tasks, and topics are taught on a 'modular' basis. This impacts on the way in which teachers provide marking and feedback:

- Verbal Feedback is the main mechanism for ensuring pupils make progress
- Acknowledgement marking supports assessment & planning
- TAs supporting particular groups can provide notes on Post-Its to teachers, to support planning and assessment
- (P)– progress made within lesson in relation to verbal feedback

Religious Education, Science and Foundations Subjects

Where RE, Science and Foundation Subjects learning (which may be expressed as 'Topic') results in written work, teachers should apply the policy for marking and feeding back about written work – expectations remain consistent.

In addition, teachers should comment on progress made within the Unit's Success Criteria, and recognise that this may allude to class discussion, group work and individual responses not necessarily evident in the written work.

- TAs supporting particular groups can provide notes on Post-Its to teachers, to support planning and assessment
- (P)– progress made within lesson in relation to verbal feedback