



## Marking and Feedback Policy

### **Rationale**

To ensure that all children have their work discussed and marked in such a way that feedback will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

Children have a right to regular and consistent feedback on their work in order to make progress. The process of marking should be consistent throughout the school and should promote high expectations, higher standards of work and move learning forward.

### **Aims**

- To ensure children make progress, knowing their achievements and what they need to do next.
- To ensure planning is amended in order that the teaching and learning meet the needs of all children.
- To have a consistent approach across the school.
- To provide opportunities for children to return to their work and make improvements.

### **Marking Expectations**

Marking of children's work can take different forms and involves both written and verbal feedback. We endorse the following principles of effective marking and feedback:

- Teachers should have high expectations of presentation, in line with the school's guidelines on presentation (see appendix 1).
- Teachers mark in red pen.
- Children's work is marked as soon as possible after completion and, if possible, in the presence of the child.
- Teachers should provide regular individual, verbal feedback to children. Wherever possible, verbal feedback should be given during the lesson. Teachers should record VF in books with a short note about the advice where appropriate.
- Feedback, either written or verbal, should be integral to lessons and should provide a dialogue between teachers and children that addresses errors and misconceptions at an early stage.
- Where relevant, marking and feedback should be linked to learning objectives/ success criteria / targets. However, marking should also address other key areas which will lead to improvements and move learning forward.
- Children should be given specific time to read, reflect and respond to marking and feedback. They should respond to marking and feedback in green pen. Teachers must ensure that children respond.
- Teachers should use the school's agreed marking and editing symbols consistently.
- Children should understand the school's agreed marking and editing symbols and use them in redrafting of work, where appropriate.
- Where relevant, children should be encouraged to mark, self-evaluate and peer-assess.

- The outcomes of marking should be used to inform teachers' judgements concerning children's progress and inform teacher planning.
- Teachers should look for strengths as well as identifying improvements when marking work.
- Stakeholders should have the schools marking and feedback procedures explained clearly to them.

#### Extended writing

- Extended pieces of writing may have clear success criteria recorded in books, depending on intended learning outcomes.

### **Monitoring and Evaluation**

A review of samples of work is carried out on a regular basis by the Senior Leadership Team and Subject Leaders, to monitor the implementation of this policy. The findings are shared with staff. Teachers are also involved in monitoring their own books on a regular basis through staff meetings.

The performance indicators will be:

- all teaching staff consistently follow this marking policy
- marking and feedback are used to move learning forward
- visible improvement in children's achievement and attainment
- participation of children in the process
- children respond to marking and feedback in green pen

### **Special Educational Needs**

- In marking the work of children with special educational needs, teachers assess progress towards each individual's targets
- Children receive verbal or written feedback in accordance with their ability
- Children are encouraged to recognise their successes and supported to make improvements

### **Equal Opportunities and Rights**

The marking and feedback policy and procedures encourage the practice of inclusion for all and respect for children's rights to be given information about their learning and progress.

## Guidelines for Presentation

### **Rationale**

To ensure that all children present their work in a consistent manner that reflects the expectations of high standards.

### **Aims**

- To ensure children's work is well presented.
- To encourage children to take care and produce work of a high quality.
- To have a consistent approach across the school.

### **Monitoring and Evaluation**

A review of samples of work is carried out on a regular basis to monitor the implementation of this policy. The findings are shared with staff. Teaching staff also regularly monitor their own books during staff meetings.

### **Special Educational Needs**

- In specific circumstances it may be appropriate to provide support with presentation or adapt expected outcomes.

### **General Guidelines**

#### **Reception and Key Stage 1**

- Rule off or start a new page after each piece of work.
- Short date in books, written: 6.9.19.
- Miss a line after date and write learning objective.
- Miss a line after learning objective before starting piece of work.

#### **Key Stage 2**

- Rule off or start a new page after each piece of work.
- Short date in maths books, written: 2.9.19.
- Long date in other books, written: Monday 5<sup>th</sup> September 2019.
- Miss a line after date and write learning objective.
- Miss a line after the learning objective before starting piece of work.

#### **All**






- Pencil to be used in KS1.
- Pen to be introduced in Year 3 when teacher considers it appropriate. All children to use pen by end of Year 4.
- When ready, children use black pen.
- Pencil will be used in all maths books except for Year 6, who may introduce black pen.

*Agreed by staff: 3<sup>rd</sup> September 2019*



# Marking/Editing KS1



VF	Stamper or VF
I	Work done independently
S	Supply teacher
TA	Teacher/TA assisted
Green pen	Self marked/peer marked/response to feedback
	Spelling error - a word you should know! Practise it 3 times at the end of your work.
sp there was <u>wonce</u> a frog	Teacher may underline word or write it in the margin to help. Correct the spelling in your writing.
Sp in margin	Find and change an incorrect spelling.
-----	Change this word, phrase or sentence to improve. Eg used to identify C, P or G errors (as below)
C in margin	Capital letter check
P or G in margin (with guidance)	Correct a punctuation or grammar error
	Missing word(s) or letter(s)
	New sentence
	New paragraph
stentense _____	To cross out an error, draw <b>one, straight</b> line through
*	Add in extra information
Tentatively, he crept through the shadows.	Green highlighting to celebrate!
	Finger Space

Notes for teachers:







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- Where children need to correct an upper/lower case letter, the teacher may put 'Tt' etc in the margin for support.



## Appendix 3 **Marking/Editing KS2**



VF	Verbal feedback
I	Work done independently
S	Supply teacher
TA	Teacher/TA assisted
Green pen	Self marked/peer marked/response
	Spelling error - a word you should know! Practise it 3 times at the end of your work.
sp there was <u>wonce</u> a frog	Teacher may underline word or write it in the margin to help. Correct the spelling in your writing.
Sp in margin	Find and change an incorrect spelling.
C in margin	Capital letter check
T in margin	Check the correct use of tense
P or G in margin	Correct a punctuation or grammar error
	Change this word, phrase or sentence to improve. Eg used to identify C, P or G errors (as above)
	Missing word(s) or letter(s)
	New sentence
	New paragraph
<del>stentense</del>	To cross out an error, draw <b>one, straight</b> line through
	Add in extra information
Tentatively, he crept through the shadows.	Green highlighting to celebrate!

Appendix 4



**Verbal feedback/VF**

Stamper

**I**

Work done independently

**S**

Supply teacher

**Teacher/TA assisted**

Stampers

**Green pen**

Self marked/Peer marked



Correct answers



Pupil corrected answer

X

Incorrect answers



Look again

~~fraction~~

To cross out an error, draw **one** line through with a **ruler**



# Marking/Editing

## Reception.



VF		Stamper or VF
I		Work done independently
S		Supply teacher
TA		Teacher/TA assisted
		Finger Space
		Sounds ticked when children can identify them independently. Initial (c), Medial (a) and End (t) sounds.
		Full stops.
		Writing is sat on the line.
		Capital letters are in the right place
		Correct letter formation
		Child's target for the next write
-Can talk about signs of Spring.		Green highlighting to celebrate objective met!