# Temple Herdewyke Primary School and Nursery

# Feedback and Marking Policy

# 2020

Chair of Governors signature

Headteacher's signature

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Person responsible for overseeing the implementation: Headteacher

Stowe Valley Multi Academy Trust
Registered Office: Southam College, Welsh Road West, Southam, Warwickshire, CV47 0JW
Registered in England No: 10445759. A Company Limited by GuaranteeTelephone 01926 81256

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# 2 PHILOSOPHY AND AIMS

The aim of this policy is to enable children to become reflective learners and help them to close the gap between current and desired performance. We believe feedback (and marking) should be constructive to every child, focusing on success and improvement needs against learning intentions. There is a clear difference between marking and feedback. Marking is the process of putting marks on the children's work. Feedback can take many different forms – one of which is marking, but all forms of feedback should have the same 4 goals – our principles for feedback.

# 3 PRINCIPLES FOR MARKING ACROSS THE SCHOOL

Marking and feedback has four purposes:

## 3.1 TO HELP PUPILS UNDERSTAND WHAT THEY HAVE DONE WELL

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points. This supports pupil confidence and self-esteem in learning, and contributes to accelerated learning.

## 3.2 TO HELP PUPILS UNDERSTAND HOW TO IMPROVE

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, steps and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

## 3.3 TO HELP PUPILS MAKE VISIBLE SIGNS OF IMPROVEMENT AS A RESULT OF FEEDBACK

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Teaching Assistants should ensure time is given to act upon the guidance so that pupils can make immediate improvements.

## 3.4 SUPPORT TEACHERS' ASSESSMENT KNOWLEDGE OF EACH PUPIL

To ensure teachers have an accurate picture of pupils' knowledge and understanding, in order to plan and refine next steps in learning.as part of thorough assessment for learning procedures.

The four purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the four purposes of marking should be incorporated.

The quality of marking should not be confused with the quantity. Teachers should focus on ensuring marking is **meaningful, manageable and motivating.** (See DFE Eliminating unnecessary workload around marking, March 2016)

In order to meet this, and sustain the education benefits for children our policy requires that

### 3.5 FEEDBACK SHOULD:

- Only be given when it has an educational benefit to the child, for example:
    - Address misconceptions,
    - Consolidate skills,
    - Deepen understanding,
    - Give opportunities to apply learning to new context,
    - Reflect or evaluate learning,
- Relate to the learning intentions which are shared with the pupils
- Involve all adults working in the classroom
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the process
- If applicable, link to previous work
- Inform future planning and individual target setting.
- Be evident in books across a range of lessons, that due to teacher intervention, a child has made progress.

### 3.6 FEEDBACK SHOULD NOT:

- Be secretarial – improving the work for the children.
- Be for anyone else apart from the children
- Be too much, so the key next steps are accurate and clear.
- Be given as a task which doesn't make best use of time or move learning on, for example
    - A task too easy or hard for a child
    - A task which will be the next lesson and covered anyway
    - A task which the child doesn't have time to complete

## 4 NON-NEGOTIABLE PROCEDURES FOR MARKING

- All marking is to be carried out using the correct colours.
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment.
- All work is to be marked by Teacher or Support Staff
- All next step comments must be responded to by the pupil.
- Children should have the opportunity to improve their work or complete challenges twice a week in English or Maths

- **Blue Pen** should be used to show that the work was marked by a supply teacher, who doesn't have the same assessment knowledge of the children as the class teacher.

# 5 How Feedback is Given

Work is Assessed and Feedback given in a variety of ways which could include:

- Live feedback within a lesson
- Small-group and one-to-one conferencing after a lesson
- Distance written feedback after a lesson
- Whole class feedback
- Self and peer assessment
- Shared Marking

## 5.1 Live feedback within a lesson

This takes place throughout the lesson and is the most effective way of supporting pupils to make progress rapidly and accurately since feedback is immediate, discussed and acted upon at the time of learning. This form of feedback should be part of everyday classroom practice.

- Live marking allows a teacher to check that each child has the correct level of challenge: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Live marking is time-efficient and reduces the need for distance marking at the end of the day. This in turn frees up time to plan for the next day.
- Live marking can be written or verbal
- If a child has needed help within the lesson, the adult giving the help will indicate this by initialling the work. This will support the teacher's summative assessment at the end of each term.
- Where verbal feedback has been given, this is recorded in children's books, either by the adult (VF: finger spaces) A key-word is included to remind children of the conversation and so that visible signs of improvement can be seen. Further up the school, children can use their purple pens, to show key word marking.

## 5.2 Small-group and one-to-one conferencing after a lesson

- A conversation with a child or group of children about their work can be more effective than written marking as both adults and children develop an unambiguous shared understanding of the next steps.
- Conferencing sessions are recorded in children's books in the same way as live verbal feedback (see above).

## 5.3 DISTANCE WRITTEN FEEDBACK

- When immediate feedback cannot be given, work is assessed later to inform future planning and provide feedback to children.
- Teachers exercise professional judgement about the level of written marking that is required. This varies according to age group, ability, subject and task.
- Lengthy written marking is not a proxy for effective feedback.

## 5.4 WHOLE CLASS FEEDBACK

- This works when similar feedback can be given to the whole class: a common misconception or shared next step.
- Whole class feedback is also helpful to model the feedback process and support self- and peer-assessment. Marking one piece of children's work as a group/class also teaches particular points at the same time. Another strategy is to show two pieces of work with the same title, and discuss their differences.
- After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

## 5.5 SELF-MARKING

- Children mark their own work in purple pen and have opportunities to correct as they go along.
- Children are given answer sheets or use Success Criteria to ensure accuracy of marking.
- When self-marking, children include a reflective comment on their work. Eg 'I remembered my capital letters and full stops. Next time I will try to use more adjectives', 'I can add fractions when they have the same denominator'.
- When work is self-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

## 5.6 PEER-MARKING

- Children mark their work with a friend's work using purple pen, using answer sheets or Success Criteria.
- Children give feedback verbally. This is recorded by the child receiving the feedback. 'My friend said that I need to remember commas after fronted adverbials.', 'My friend said that I need to remember that taking away makes numbers smaller.'
- The child receiving the feedback also records who has marked their work.
- When work is peer-marked, teachers will look at all books to check for accuracy and plan next steps for individuals and groups of children.

### 5.7 CLOSED TASK MARKING

This usually consists of ticks in green (correct), dots in pink (incorrect) and highlighting phrases in pink (correction needed) and is usually used for closed tasks for example arithmetic. Pupils will respond in purple pen correcting any errors.

## 6 SECRETARIAL FEATURES

Spelling, punctuation and grammar should not be over-marked in every piece of writing. High frequency words and key subject words should ALWAYS be corrected. Corrections of secretarial should focus on next step, be marked in pink pen, and be corrected by the pupil in purple pen. Pupils should try to self-improve the secretarial features during the same lesson when possible as live marking.

### 6.1 SPELLING

For younger children, the Teacher underlines word in child's writing which is spelt incorrectly and uses **SP** from the marking code. In the margin or at the bottom of the page, this word is rewritten, with just the part of the word which is spelt incorrectly underlined. In purple polishing pen, the pupil overwrites the letters which need correcting, writes the full word three times underneath the teacher's correction.

As children become older and more ready, children underline with a dotted line the words which they want to self-check using dictionaries and spell checkers.

## 7 RECEPTION, EARLY Y1 – AND CHILDREN WHO ARE NOT YET READY TO READ TEACHER'S COMMENTS

In Reception and early in Year 1 it is important to recognise that some children cannot adequately read marking comments, therefore marking with the child as live marking will be used as often as possible as well as using symbols so that the pupils are able to independently recognise what they have done well and where they need to improve, as follows:

- Green will still be used as a colour showing where a child has performed well.
- Children will be asked to overwrite pink numbers and letters when they make a mistake with letter and number formation
- Improvement symbols (pink marking) will be:
    - A single finger to indicate the need for finger spaces
    - A capital ***A*** to indicate the need for a capital letter
    - A full stop to indicate where this is needed
    - ***abc*** to indicate the need to sit letters on the line

- in Maths a green tick where work is correct and a pink dot where work is incorrect. Where the child needs to practise number formation this will be indicated by the number requiring practice in pink with room for the child to practise.

# 8 ROLE OF OTHER ADULTS SUPPORTING

**Support staff** may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher.

**Supply teachers** who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the Staff Handbook (welcome pack) on arrival in the school.

**Students** in school are required to follow this policy as appropriate, by using understanding the marking codes, and responding to marking in the purple polishing pen.

## 8.1 RESPONSIBILITIES

It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Headteacher to liaise with the Subject Leaders and to feed back to Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

# 9 EQUALITY OF OPPORTUNITY

All pupils are entitled to have their work marked in accordance with this policy.

# 10 SEN AND INCLUSION

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response. Such requirements should be identified in a pupil's Individual Education Plan, as required.

# 11 MONITORING AND EVALUATION

## 11.1 EVALUATION

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the three purposes of marking and feedback are of a consistently high quality throughout the school, and that individual target setting protocols are being complied with.

Whole staff will peer review the marking in staff meetings to ensure consistency.

# 12 MONITORING AND REVIEW

This policy will be monitored on a regular basis by the Headteacher and will be reviewed bi-annually in line with other policies for teaching and learning.

# 13 Appendix 1 – Child Friendly Policy to be up in all Classrooms

TEMPLE HERDEWYKE PRIMARY SCHOOL
PART OF STOWE VALLEY MULTI ACADEMY TRUST

## How do we mark children's work?

Marking should be linked specifically to the learning objective or the success criteria of the lesson.

**Red**, **Yellow** and **Green** highlighting is used to indicate the understanding of the learning objective.

### Next steps

| | |
|---|---|
| **Green to be seen** ✓ | Highlights good examples of work.<br><br>A tick to show answer is correct. |
| **Pink to think** ▪ | Highlights where an improvement needs to be made.<br>A dot indicates answer is incorrect.<br>An improvement task needs to be set. |
|  | A challenge needs to be completed |

### Response Time

Children should have the opportunity to improve their work or complete challenges twice a week in English and Maths.

### Other codes you may see

| | |
|---|---|
| I | Work has been completed independently |
| S | Support has been given |
| V.F. | Verbal Feedback has been given |

## 14 APPENDIX B- EXAMPLES OF FEEDBACK PROMPTS REQUESTING RESPONSE.

| Writing Prompts | Maths Prompts |
|---|---|
| **Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc)** | **Look back at your work – can you add… (your method, a number line)** |
| **Try to find the sentence which needs to be changed /doesn't make sense and improve it.** | **Can you find where you went wrong?** |
| **How could you check this?** | **How could you check this?** |
| **Now try these… (if activity writing about prompts/pictures/adding punctuation/Grammar)** | **Now try these… (extension questions/Consolidation questions)** |
| | **If the answer was ….. What could the question be?** |
| **Is there another way you could write this information (highlight sentence)?** | **Is there another way you could do this?** |
| **Can you find a way you could write this in a shorter sentence? Could you write this more efficiently? What could you trim?** | **Can you find a quicker way of doing this?** |
| **Finish this sentence: …..** | **Finish this sentence: ….. (Explaining work)** |
| **Fill in the blanks: …..** | **Fill in the blanks: …. (□2 + □6 = 6□)** |
| **Highlight the sentence where you have used… (adverbial phrases, connectives, correct punctuation, speech marks, persuasive language, etc)** | **Highlight where you have used (column method, grid method, a strategy to check your answer, etc)** |
| **Boom! This sentence by adding ….** | |
| **Tell me 1/2/3 reasons why I should give you a House Point for this work.** | **Tell me 1/2/3 reasons why I should give you a House Point for this work.** |

| | |
|---|---|
| | |

| | |
|---|---|
| **Tell me … that have …?**<br>**(Tell me two sentences that have adverbials.)** | **Tell me … that have …?**<br>**(Tell me two numbers that have a difference of 12.)** |
| **What … would you use to…?**<br>**(What word would you use show me what the character is feeling?)** | **What … would you use to…?**<br>**(What unit would you use to measure the width of the table?)** |
| **What is another …**<br>**(Connective that makes sense.**<br>**Sentence to shows how the caterpillar moved.)** | **What is another …**<br>**(method that might have worked?)** |
| **Show me how you think this sentence would work with …**<br>**(adverbials/connectives/ adjectives)** | **Show me how you think this will work with …**<br>**(other numbers/3 digit numbers?)** |
| **Show me how you could write it with …**<br>**( adverbials, connectives, punctuation?)** | **Show me how you could do it with …**<br>**(simpler numbers, fewer numbers, using a number line?)** |
| **What would happen if…?**<br>**(Your character wasn't brave?**<br>**It was set in a forest?)** | **What would happen if…?**<br>**(What would happen if you started with 52?**<br>**You couldn't use square numbers?)** |
| **What new words today? What do they mean?** | **What new words today? What do they mean? What maths words also mean…?** |
| | **Would it work with different numbers?** |
| **What if you could only use…?**<br>**( Short sentences, complex sentences, The adjectives for sight and sound?)** | **What if you could only use …?**<br>**(Multiples of 5, 3 digit numbers, numbers less than 0?)** |
| **What if you could not use…?**<br>**(Short sentences, simple sentences, the adjectives for sight?)** | **What if you could not use…?**<br>**(Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?)** |