



GIGGLESWICK SCHOOL

Prep School Marking & Feedback Policy

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1 INTRODUCTION AND RATIONALE

Marking of pupil's work is a fundamental part of the process of teaching and learning and is an important part of the assessment process.

We believe that marking should provide constructive feedback to every pupil, focussing on success and how they can improve against learning intentions, enabling them to become reflective learners and make excellent progress.

Marking demonstrates a respect for the work produced and encourages the pupil to look at mistakes in a positive manner (see GPS Behaviour Policy, and GPS Teaching and Learning Guidance, GPS 'More Able' Policy).

2 AIMS

The aim of the school policy is to ensure that pupils are encouraged to value feedback given, and that it will help them learn, improve and achieve higher standards of work.

The key objective is to raise pupil achievement across the school and promote individual pupil progress. The marking policy should be applied consistently across all subjects and year groups (from Reception) but taking into consideration the age and ability of the child.

Marking and feedback of pupil's work shows that we value what they have produced and encourages them to do the same. This will boost self-esteem and aspirations, through use of praise and encouragement.

Marking is most effective when it is:

- simple, appropriate to age and ability
- helps pupils know that they have done well against learning objective
- clearly shows how to improve or next steps
- supports self and peer assessment
- builds in time for pupils to act on feedback
- addresses the child

Good work and effort is recognised by the award of credits, recorded in a register accessible to all staff; in exceptional circumstances, by the awarding of a Values Award (*see GPS Behaviour Policy, including Rewards and Sanctions*).

In order for this aim to be achieved, the following points will be considered as indicators of effective marking and feedback:

- Pupils show that they understand that the purpose of marking or feedback is to help them improve and produce higher standards of work.
- Teachers mark pupils' work frequently and regularly and there is sufficient work in the books to allow for impact.



- Involves the children in the process (whether written or verbal), wherever possible it should take place with the children. Verbal feedback should also be recorded when it has been given.
- Marking offers specific information on how well pupils have met the lesson objective or success criteria, and/or the individual targets set for them, and also promotes high standards of neatness and presentation.
- Marking promotes self-assessment and peer-assessment, where they can recognise their successes and difficulties and encouraged to accept guidance from others.
- Marking gauges pupil's understanding and can identify any misconceptions.
- Is positive, motivating and constructive, and written at a child's level of comprehension (see GPS Behaviour Policy).
- Provides a basis for summative and for formative assessment and informs individual tracking of progress.
- Is written in handwriting that is easy to read and models the school's style.
- Marking and feedback clearly links to target setting and is evidence of achieving targets. If a target has been set, pupils should know their target. Targets should be realistic and achievable.
- Teachers use assessment to check on how well their teaching is achieving the learning objectives and adjust their teaching accordingly.
- There are clear instances of marking eliciting responses from pupils and dialogue between teacher and pupil (age appropriate).
- Teachers follow and uses the agreed 'Marking Code' displayed in all classrooms. Pupils are familiar with all the codes and this supports their improvement.
- Looks for persistent errors and patterns of errors, rather than every error made: be sensitive and selective in marking, i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.

As pupils progress through the Prep School an increasing amount of work may be completed on devices such as Teams/One-note, teachers will provide feedback via comment through Teams Assignment or onto the One-note work. Some subject specialisms may find this the most appropriate way to collect and assess work.

Form periods or specific times within lessons could be used to respond to marking.

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean printing comments, using larger print, and even supporting pupils to read comments and record their feedback. Such requirements should be identified in a pupil's LaMP (Learning and Management Profile) and be in accordance with the school's SEND policy.

3 SUBJECT SPECIFIC MARKING

3.1 Core Subjects

Work in Literacy should be marked in greater detail.

Extended writing should be against pupil's individual/immediate targets (usually two or three) and not against the whole Writing Criterion Scale (see GPS Assessment and Reporting Policy).

In Mathematics reference can also be given to specific targets when appropriate and against objectives.

3.2 Foundation Subjects



In foundation subjects work should be marked as appropriate (specific to skills set out in the learning objective) and written comments made allow children to extend and develop these skills further with next steps, but with greater focus on spelling, punctuation, grammar and presentation; which will inform the teacher's judgement as to the pupil's Attitude to Learning score in the half-termly PPR (Pupil Progress Report).

General pupil targets (e.g. Literacy based) should be taken into account when marking.

Where written marking may not be the most effective form of assessment, verbal marking with the child should be utilised. Comments should be made on pupils' final pieces of work that reflect the learning journey they have been on. This could be written separately to the work. (e.g., Art, Design, Drama, Music, Sports).

4 SELF AND PEER ASSESSMENT

This marking method enables pupils to reflect on how they are doing and what they might do to improve their work. Pupils are helped to recognise and celebrate progress and personal achievement. Teachers should provide structures for pupils to work with other members of their peer group to assess work and provide opportunities for this to occur during a lesson or a sequence of lessons.

Self and peer assessment can use discussion as a method of feedback, as this can be more direct and immediate than writing. This involves looking back at what has been achieved but also looking forward as to what to do next to make progress and improve. The method helps to develop a culture in the classroom and across the school where reflection becomes a way of learning, and where we learn from mistakes and show perseverance in addressing them.

It is important that when this method is used, staff model self-evaluation and associated language. This should be a celebration of success, and feedback should be constructive and positive.

If written editing or assessment is required, this should be completed in **Purple Pen (Purple 'Polishing' Pen)**. This allows the pupils to clearly see their edits and the benefits from editing and assessing their own work, as well as clear responses to feedback. Feedback to marking should also be in purple pen. Time should be given to feedback from marking, either in the subject lesson or Prep.

In written tasks, pupils will regularly traffic light their work against the learning objective accordingly:



I feel confident with this.



I can do this, but need more help to feel confident.



I find this difficult (more than challenging)

In practical subjects and with younger year groups, this method may involve using physical resources (e.g. cards/stickers/lollipop sticks) or be undertaken verbally.



5 PROCEDURES FOR MARKING

All teacher marking is to be carried out in **green pen**.

All marking is to be done in clear legible handwriting aligned to the school handwriting script (Nelson).

The marking code is to be followed in all cases (see Appendix 2).

The marking code should be accessible to all pupils in the learning environment (child accessible poster created and differentiated for age groups)

All pupils' work is to be at least 'light' marked by the Teacher or Support Staff. No work should go unmarked, but verbal feedback maybe given if more appropriate. It will be for subject staff to determine the depth of feedback given.

Whenever possible, staff should mark work alongside National Curriculum objectives, subject guidance or systems (e.g. Access Art, Juniper Education) to provide national or school benchmarks.

a) Developmental Marking

This type of marking requires a response from the pupil.

When identifying specific success, the respective work in the pupils' book (Literacy or Maths) will be recorded in green pen.

A maximum of 2 areas for success and improvement should be given. Feedback comments must be constructed to require response by pupils, at an appropriate level of challenge, and such tasks must be completed by pupils. This is important as it charts the process and progress of pupils' learning. The overseeing of such a task may be carried out by another adult other than the teacher.

When developmentally marking writing, attention should be given to spelling, punctuation and grammar in line with the stage of development of the individual and strategies uses to support their development.

b) 'Light' Marking

This is a more regular form of marking. It should recognise attainment and/or progress in line with the lesson objective. It may include a next step target.

c) Teacher Intervention

This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry. This may be a 1:1 feedback with a pupil, or in a group. For younger pupils this can be noted down to record the feedback and response process. Where this has occurred, staff should record using the appropriate symbol in the marking code.



6 ROLES AND RESPONSIBILITIES

6.1 Roles of non-teaching staff

Support staff (including Learning Support Assistants and supply teachers) may mark work of pupils and groups. When this is the case, they will follow the guidelines set out in this policy. They should initial work they have supported, identify if work was independent or supported; and as appropriate, give feedback verbally or via marking.

Developmental marking should only be done under the supervision of the teacher.

6.2 Responsibilities, Monitoring and Evaluation

It is the responsibility of all teachers (including Senior Subject Specific Staff) to ensure that this policy is consistently followed, 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.

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

Monitoring of this policy will be achieved by work scrutiny lead by the GPS Deputy Head (Learning).

It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Deputy Head will also monitor the impact of developmental marking through work scrutiny, lesson observations and learning walks (recorded using the school's online system, BlueSky).

School pupils will help the school to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and make progress.

**Further reading:**

The Power of Feedback John Hattie and Helen Timperley – Review of Educational Research
2007 77:81

http://education.qld.gov.au/staff/development/performance/resources/readings/pow_er-feedback.pdf

**Appendix 1: Examples of feedback prompts requesting response in
Mathematics and Writing**



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 changes/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 tasks)
	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?	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: ... e.g. $\square 2 + \square 6 = 6\square$
Highlight the sentence where you have used ... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc.)	Highlight where you have used (column method, grid method, a strategy to check you answer etc.)
Improve this sentence by adding ...	
Tell me 1/2/3 reasons why I should give you a Gold for this work.	Tell me 1/2/3 reasons why I should give you a Gold for this work
Tell me ... that have... (e.g. tell me 2 sentences that have adverbials)	Tell me ... that have ... (e.g. tell me 2 numbers that have a difference of 12)
What ... would you use to ...? (E.g. what word would you use to show me what they character is feeling?)	What ... would you use to ...? (E.g. what unit would you use to measure the width of the table?)
	What are the ... of ...? (E.g. What are the factors of 42?)



Please write another ... connective/sentence that shows me how the caterpillar moved	What is another ... method that might have worked?
Show me how you think this sentence would work ... adverbials/connectives/adjectives.	Show me how you think this will work... other numbers/3-digit numbers?
Verbal: Please talk me through what you have done so far?	Verbal: Please talk me through what you have done so far?
Show me how you could write with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if ...?	What would happen if ...? E.g. What would happen if you started with 52?
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 /could not use ...? E.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use...? What if you could not use...? E.g. Multiples of 5, 3 digit numbers, numbers less than 0










Appendix 2: Marking Code – KS2

Symbol	Interpretation & Context
✓	The work is correct
•	Thinking Dot This is incorrect Please correct your work
Sp	Spelling Mistake Use a word list or other tool to find the correct spelling
^	Missing word or letter Read your work and add the missing word
G	Grammar Mistake Find out and correct the section of grammar which is incorrect
//	New paragraph needed
P	Missing punctuation Find out what this missing mark is and write it down
★	Success statement This is what you have shown you are able to do well
→	Next step target This is what you need to do in order to improve your work
EXT	Extension or Challenge task
VF	Verbal Feedback given My teacher has talked to me about my work
	Pupil feedback required My teacher wants me to reply to their question in Purple Pen
H	Handwriting My handwriting is not acceptable
Credit	Credit - reward I have achieved a credit for this work!
S	Support given/Supported work I was given help and support by someone else to complete this work
	Self-assessed I checked and marked my own work. This is how I feel about the task. I feel confident with this. I can do this, but need more help to feel confident. I find this difficult (more than challenging)



Appendix 3: Marking Code -KS1

	<p>Good work/Success statement</p> <p>This is what you have shown you are able to do well.</p>
	<p>Next Step/Target</p> <p>This is what you need to work on to improve. A comment will also be given.</p>
	<p>Spelling Mistake</p> <p>Sp above the word and correction in margin or end of work</p>
	<p>Punctuation Mistake</p> <p>P above the word and correction in margin or end of work</p>
	<p>Handwriting</p> <p>You need to be careful with my handwriting.</p>
<p>Credit</p>	<p>Credit Awarded</p> <p>This is an excellent piece of work.</p>
	<p>Somethings missing here...?</p> <p>You need to work out what is missing.</p>
	<p>Self-assessed</p> <p>I checked and marked my own work. This is how I feel about the task.</p> <p>I feel confident with this.</p> <p>I can do this, but need more help to feel confident.</p> <p>I find this difficult (more than challenging)</p>