

SUNNYMEDE JUNIOR SCHOOL

MARKING and FEEDBACK POLICY



Approved by Governing Body: October 2014

Review: Every Two Years

This Review: July 2017

Next Review Date: October 2019

Record of Policy Review:

Review date	Headteacher's signature	Chair of Governor's signature
October 2017		

RATIONALE

At Sunnymede Junior School the Marking and Feedback Policy is a working document which generates and informs good practice throughout the whole school.

Marking is an essential part of planning, assessment, teaching and learning. We believe it should provide constructive feedback to every child, focussing on success and improvement needs against learning objective objectives (referred to as the 'learning question' within lessons). This will enable children to become reflective learners and help them close the gap between current and potential performance. As a whole school, it helps to promote positive attitudes and behaviour, leading to an improvement in standards.

AIMS

Marking and Feedback should:

- Complement verbal feedback within the lesson
- Give children specific time to read, reflect and respond to written marking and their learning
- Show children that their work is valued and encourage them to do the same, by giving recognition and appropriate praise for achievement, presentation and effort, thus promoting positive attitudes and self esteem
- Involve children in their own learning, promoting self-assessment and independence, whereby they recognise their difficulties and are encouraged to accept guidance from others
- Offer all children specific information on the extent to which they have met the learning objective for the lesson and associated success criteria and/or the individual targets set for them
- Provide constructive comments which give clear strategies for improvement e.g. a 'closing the gap' statement (to make this even better you need to... etc.) and setting new targets/next steps/challenges where appropriate
- Be a positive process, with pride of place given to recognition of the efforts made by the child.
- Gauge the children's understanding, correcting errors and clear up misunderstandings promptly
- Use a consistent marking code throughout the school, see appendix 1.
- Identify pupils who need additional support/more challenging work and the nature of the support/challenge required
- Be manageable for all teachers and support staff
- Provide ongoing assessment that should inform and adapt future lesson planning and inform individual tracking of progress
- Involve all adults working within the classroom
- Promote a growth mindset within our pupils

STRATEGIES

- In each lesson, the lesson objective (what the children are going to learn) and the success criteria (what they have to do to achieve the lesson objective) will be explained and discussed with the children. These must be shared with and clearly visible to the children throughout the lesson. At Sunnymede Juniors, the learning objective is referred to as a 'learning question'. The success criteria are shared with the children as 'must, should and could' across the curriculum.
- The marking should always be in accordance with the lesson objective, success criteria and / or any personal learning targets
- Children should be given time at the beginning of each lesson to read and respond to their teacher's marking and comments with a red 'polishing pen'. The teacher may need at this point to model or explain a teaching point with an individual, group or whole class. (When distance marking, we recommend that teachers identify which pupils they need to follow up with comments verbally on a 1-1 or group basis. Placing a small post-it on the child's book can act as a reminder to the teacher to do so)
- Marking within a lesson is considered good practice. This will ensure that children are challenged or supported through instant feedback so that progress is accelerated within the lesson. This may take place individually or in small groups.
- Comments will generally focus on only one or two key areas for improvement at any one time
- Written comments by staff should be neat, legible, grammatically accurate and written. See later section for use of colours for marking

When marking, it is vital that teachers refer back to previous work and marking on a regular basis to reflect on progress the pupil has made and identify where there are areas for development that have not improved. A good example of this is checking of presentation

- The marking system should be constructive and formative. The teacher comments will support the pupils' growth mindset. For example, see appendix 2.
- Feedback may also be given by a Learning Support Assistant, through peer review, plenaries and in group sessions
- Marking should be done before the next lesson in that subject
- Teachers may use stickers and stamps where they consider it appropriate, though this should be in addition to any aspects of this policy
- All recorded work must be marked. Whilst all work across the curriculum may not have a written comment, there must be a code next to the learning question to indicate the extent to which the learning objective has been met (see next section).
- Where an HLTA has taught the lesson, 'HLTA' should be recorded in the book and, where appropriate, pink and green feedback comments given to the children.
- All homework must be marked promptly in accordance with the Homework Policy

TYPES OF MARKING

Marking should be against the success criteria of the lesson.

- The success criteria must be identified in the planning, through it does not have to be followed religiously in the lesson – it can be tweaked depending on the needs/ideas of the children being taught during the lesson
- All lessons across the curriculum should have:
 - a Learning Objective, presented as a 'Learning Question' (that begins with 'Can I...?') This should be in the title that the children write in their book
 - Success Criteria (must / should / could) – which explains what the children must demonstrate in order to achieve the objective
- Marking and feedback should, therefore, reflect upon how well the children have achieved the success criteria. If an element of the success criteria has not been met, a target will be given for the child to embed within future lessons. Future marking will identify and highlight progress in this area.

Codes should be used to the right of the learning question to indicate the extent to which it has been understood:

- = working towards / partially met the learning objective
- √ = met the learning objective √√ - Exceeded the learning objective

AFL Marking, including self-assessment against objective

- In all core subjects, there should be 2 to 4 manageable but specific Success Criteria, discussed before the task is started, so the children know what is required of them.
- At the end of the lesson, where appropriate and as part of the plenary, children self-assess their progress against the success criteria for the lesson: this should be done by the child to the left of the learning objective (in the margin) in the form of 'smiley faces'
- **Tickled Pink** marking is a very effective, eye catching and time saving way of marking for a more detailed piece of written work.
 - (a) evidence of meeting the success criteria is ticked or commented on in PINK.
 - (b) where further improvement in relation to the objective / success criteria is needed, a comment or next step suggestion is written in GREEN (for growth)
 - (c) mistakes/corrections can be corrected/marked in green too

When teachers are using green and pink pens, comments can be made in the margin next to the actual work. This makes it easy for the children to see what specific piece of work the comment relates to.

However, detailed marking is sometimes needed to support a child in moving on, using scaffolded prompts etc. This will require comments to be made at the end of a piece of work. This should always take place for extended pieces of writing in English and across the curriculum and for other relevant pieces of work. In such cases, we recommend a positive 'pink' comment followed by a green comment for the next step.

In Maths, children must be offered a challenge at least twice a week. This should be indicated by a NTT (Now try this). Teachers should check the pupil has attempted the challenge and then respond to it.

Self- Marking and Feedback

Although we encourage children to peer or self-mark, this must never be instead of teacher marking. Any marking by pupils should always be checked by the teacher. A spelling test is a good example of this.

- When appropriate, children should self-mark or peer mark. This is often in test or practice exercises where children mark as part of a group or class. Children should initial their own/peer's work to indicate this.
- On occasions children may be asked to write 'marking' comments on their own, or peers' work. Children should comment on positives first and then suggest a way to improve the piece, against the learning objective/success criteria. This should be initialled by the child.
- Where self/peer marking has occurred, the teacher should always check that the work has been accurately marked and initial to show that this has happened, including the peer marking of maths and spelling tests.

Marking and verbal feedback during the lesson

On-going formative assessment should be used throughout the lesson to ensure that the children are completing work that is appropriately pitched to their ability. As such, marking within a lesson is considered good practice. This will ensure that children are challenged or supported through instant feedback so that progress is accelerated within the lesson. This may take place individually or in small groups.

If children have been supported or challenged through verbal feedback, it should be annotated in the child's book 'VF' (verbal feedback). It can prove helpful to write a word to indicate the focus of the verbal feedback e.g. 'VF - full stops'.

Additional adults may also mark or give verbal feedback throughout the lesson, if deemed appropriate; they should also follow the same procedure.

Acknowledgement marking

Where an adult has worked with a child (or group of children) in a lesson, books may be marked with 'AS' (adult support). This implies that dialogue has taken place during the lesson which should have an impact on the child's learning. Again, it is good practice to write a word to indicate the focus of the adult support.

Next Step or Challenge marking

Comments made in children's books should be positive, clear and appropriate. Results of marking should be fed back into planning. **Next step or challenge marking which requires a response from the child should be carried out at least twice a week in core subjects and once within foundation subjects.** The following should be considered when work is distance marked:

- Can the child read the comments independently?
- Can the child understand the comments?
- Will the child be given an appropriate amount of time to respond to the comments?

Next Step or Challenge marking may include the following strategies:

- **Intervention marking** – this will provide the children with strategies that they should use next time in order to make the task more manageable.
- **Consolidation marking** - this will provide the children with another few examples to complete before they move on. The examples given should be tailored to errors that the child has made after

guidance has been given.

- **Acceleration marking** – this will offer the next level of challenge based on differentiation. The child will move onto slightly harder questions or concepts in order to move them from the previous stage of learning.
- **Challenge marking** – this will ask the children to adapt their learning and apply it to other situations/real-life situations.

Marking Spelling

It is important that key spelling errors are identified and addressed.

Incorrect spelling of core and technical words should be identified but generally no more than three in a piece of work. This should include the most significant errors (usually core or technical words).

Teachers should write 'sp' in the margin and pupils should note this as part of the response to feedback. They should correct their spelling (using a dictionary where appropriate) by writing it three times at the bottom of the page. In upper school, teachers may offer a more general comment to ensure pupils independently identify spelling errors (e.g. *I can spot three spelling errors; please find them and correct*).

For pupils who make persistent spelling errors, a personal target should be used to address this (on Personal Progress Tracker)

Marking Handwriting

It is vital that incorrect letter formation and joins are corrected promptly, along with any issues with presentation. This should be done across the curriculum for those pupils who need it. The marking of handwriting and presentation can often be done quickly and in a visual way (re-create the pupil's error and put a cross above it. Next to this, show the correct model and put a tick above it). Checks for improvements should be made regularly and, if needed, a specific handwriting target should be set for the pupil.

Marking writing 'plans'

When pupils produce written plans for writing, whether stories or non-fiction pieces, this must be marked and, in order to be of consequence, must be done before the child uses their plan to complete their final piece of writing. Plans should be marked carefully and identify any areas for improvement (in upper KS2, this should be presented as a next step question' for the child to consider) that will help to ensure their writing is well structured and includes appropriate content.

Marking writing across the curriculum

When extended writing is completed across the curriculum, teachers must ensure the quality of writing e.g. spelling, grammar, presentation, is of high standards and matches that in their English books. As such, aspects of grammar, spelling and presentation should be addressed through the marking as appropriate.

Absent pupil

If a pupil is absent in a lesson, the date and learning question should be written in their book, with a note to confirm work was missed due to absence.

RESPONDING TO FEEDBACK

It is essential that children have planned in opportunities to read and respond to the teacher's marking, as it can have a positive impact on learning. Children are only able to do this effectively if they are enabled by their teacher to do so, so they must be trained to do this in a purposeful way. Children should be given opportunities to respond to feedback regularly and across the curriculum. This will usually be at the start of the lesson. In core subjects, this will be at least twice a week. It is the responsibility of the class teacher to check regularly that children have responded to feedback and the teacher must acknowledge the child's response. If a child's response to marking indicates that they continue to have a lack of understanding in relation to the learning point, verbal feedback and / or follow up support may be required from a teacher or LSA. Children should edit their work with a red 'polishing' pen.

Marking that requires a response could include:

- a 'next step' question
- an explanation that clears up a misconception (and that requires the child to demonstrate their understanding of the misconception)

- a question to assess understanding
- a question to reinforce the lesson objective
- asking the child to self-correct a piece of their work
- re-write or remodel an example ('now try this one...')
- asking for an explanation ('could you have done this another way...?')
- a challenge to extend their learning; this could be a question, statement or task.

Marking is response to pupils' individual areas for development

All pupils have a personal progress tracker for writing and maths, setting out personal areas for development (personal targets). These are kept in the back of their exercise books. All pupils should be aware of their personal areas for development and what they need to do to achieve them.

As well as marking in response to the whole class learning objective and success criteria, all pupils have their own personal areas for development. In order for pupils to make accelerated progress, these must also be tracked on a weekly basis through the marking process.

When marking, teachers should actively look for evidence that a pupil is working towards or has achieved a personal target and indicate this by highlighting with an orange marker. Once they feel the pupil has fully mastered a personal area for development, the date should be entered onto the Personal Progress Tracker.

Pupils can also write a 'T' in a circle in the margin where they feel they have achieved a personal area for development. A teacher will put a dot an orange dot by the T if they do not agree or highlight the work if they agree. Where a dot has been noted, teachers should put a yellow post-it on the pupil's book to remind them to explain to the pupil why it has not been achieved.

COLOURS FOR MARKING

Teacher / Additional Adults

Orange highlighter for responding to pupils' personal targets (identified through personal progress trackers)

Teachers and additional adults will use pink and green pens to mark children's work. A pink biro will be used to indicate what aspects of the learning objective or success criteria has been achieved well (positives). A green biro will be used to indicate what the pupil could improve upon in relation to the learning objective OR a personal target.

Pupils

It is a requirement of the 2014 National Curriculum that children edit their work regularly. This, along with any amendments made in response to marking, will be done in a red 'polishing pen'.

When pupils put a T in a circle to indicate they think they have achieved a personal target, this can be done with any writing instrument they are using at the time e.g. pencil or handwriting pen.

MARKING KEY

CODE	EXPLANATION
Sp (in margin)	Spelling mistake
O (circle)	Incorrect punctuation or incorrect use of upper and lower case letters
\	Missing word
//	New paragraph
~~~~ (wiggly line)	Sentence/phrase/clause does not make sense
p	Worked in a pair
?	Are you sure?
✓	Correct (Maths)
X •	Incorrect (Maths)
┌	Next steps
VF	Verbal Feedback
I	Independent
AS	Adult support given
NTT	Now try this
Ⓣ	Pupil thinks they have worked towards a personal target
ⓈⓉ	Lesson taught / work marked by Supply Teacher
HLTA	Lesson taught / work marked by HLTA

## Appendix 2

### Examples of Green Pen Marking in Mathematics:

**A reminder prompt;** e.g. Three answers are wrong. Find them and see if you can work out why; Could you show another method for solving question 3? What is wrong with...?

**A scaffolded prompt** e.g. Check your answers using subtraction. How can you do this? Can you order these numbers in a different way? I have 3 sides and 3 corners. What am I?

**An example prompt** e.g. Now try this sum using larger numbers  $2475 + 1523$ ; Try this problem: On Monday 207 children and 98 adults went to the cinema. How many went in total? How many more children than adults went to the cinema on Monday; Is this shape a hexagon? How do you know?

(Examples based on ideas from 'Assessment for Learning in Mathematics' by the Kent Primary Strategy Team; Types of prompts by Shirley Clarke)

### Literacy Green Pen Marking suggestions

Please add 3/ 5 more ....(adjectives, similes etc.)

Show me where you could have added...(power of 3, ed-ing-ly, etc.)

Can you write an alternative for.....?

Can you add an ed-ing-ly work to the beginning of this sentence*

Highlight your best sentence and in red write why

Highlight your best adjective/simile/metaphor

Extend this * sentence to include.....subordinate clause, descriptive phrase

Choose one of your sentences and add.....to it.

