

# SUNNYMEDE JUNIOR SCHOOL

*Learning for a Better Tomorrow*

## MARKING and FEEDBACK POLICY



**Approved level: Non-statutory**  
**Review: Every Two Years**  
**This Review: January 2023**  
**Next Review Date: January 2025**

<i>Headteacher's signature</i>	<i>Chair of Governor's signature</i>
	<i>M. Thomas</i>

## **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 the learning objective (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.

Marking can take many forms and, whilst we aim to ensure consistency in marking across the school, we also respect and appreciate teachers' individuality and slight variation when marking. An example of this may be the use of stickers or that some may wish to mark in more detail. We support their individual choice, so long as it does not impact on their other responsibilities. Set out in the policy are the minimal requirements and expectations of marking, as agreed upon by staff and assisted by a review of pupil voice.

## **AIMS**

Marking and Feedback should:

- 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 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 (**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, where appropriate, the success criteria (what they have to do to achieve the lesson objective) will be explained and discussed with the children. The lesson objective must be shared with the children and, where appropriate the success criteria, will be clearly visible to the children during the lesson. At Sunnymede Juniors, the learning objective is referred to as a 'learning question'. In Maths, the success criteria are shared with the children as 'Challenge one, two and three'
- The marking should always be in accordance with the lesson objective, success criteria and / or any personal learning targets when the teacher deems it appropriate
- Marking comments must be accessible to the students and, as such, teachers will use their discretion, based on their knowledge of their pupils, when considering the best way to respond in order to progress children's learning e.g. verbal or written
- 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 (written marking completed without the pupil present and after the work has been completed), we recommend

that teachers identify which pupils they need to follow up with comments verbally on a 1-1 or group basis.

- Marking within a lesson is considered the most effective method of feedback; this is called 'live' marking. 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 and will often be verbal.
- If comments are given, they will generally focus on only one or two key areas for improvement at any one time
- Written comments by staff should be neat, legible and grammatically accurate. 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 or repeated misspelling of a high frequency word
- 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 is normally done before the next lesson in that subject
- All recorded work must be acknowledged, including the use of live marking. 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). Marking includes peer and self-marking, which is overseen by the classroom adults, such as by an LSA, HLTA or teacher.
- Where an HLTA has taught the lesson, 'HLTA' should be recorded in the book and they should acknowledge the extent to which the learning question has been achieved using the marking code
- All homework will be acknowledged 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, though it does not have to be followed religiously in the lesson – it can be adapted 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.
- 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 with 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 core subjects, there should be approximately two to four manageable but specific Success Criteria, discussed before the task is started, so the children know what is required of them.
- Where appropriate, children are expected to record their choice of challenge to enable the teacher to have a more comprehensive understanding of the pupil's ability and success against the criteria.
- 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 next to the learning objective in the

form of traffic light coloured dots (red for does not understand and requires help, yellow or orange for starting to understand but need more time to consolidate and green for good understanding).

- Marking and feedback is recorded by adults in blue pen. It is eye-catching for the pupils against their black writing and red polishing pens, ensuring children can identify their successes and next steps easily. Comments can be recorded 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. Ticks next to the comments mark the children's successes. A representation of steps is used to show the children what their next steps are to improve their work against the success criteria, learning question or personal target.

However, more detailed marking is sometimes needed to support a child to progress well, using scaffolded prompts etc. This will require comments to be made at the end of a piece of work. It is through the teacher's professional opinion, using their knowledge and understanding of the pupil themselves, that they will identify the type of marking that will support the individual pupil the best. Marking is personalised and the child's needs and individuality is always considered when extending and consolidating their learning.

In Maths, children must be offered a challenge at least once 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 on occasions, this will be guided by the class teacher.

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 their 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. See Golden Rules for Peer Marking (**Appendix 3**)

Where self/peer marking has occurred, the teacher should always guide the session, checking that the work has been accurately marked.

### **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 with the pupil present (live marking) 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'. In upper school, these comments could also be recorded by the pupil.

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.

In English, when children are writing independently, it is good practice to record the letter I in a circle next to the learning question. This piece of work can then be assessed as fully independent.

Where children are removed from lessons for any reason, including targeted work, music lesson etc, 'out' must be recorded in their book as an acknowledgement.

### **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 once a week in English and mathematics, and once within a half term for other 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 contexts.

### **Writing conferences**

Through marking and Pupil Progress Meetings, children are often identified as needing more support on an individual basis. These children may require writing conferences. This includes working on a one- to- one or one- to- two basis. During these sessions, gaps will be identified, personalised teaching will take place and a target or expectation set for the pupils. These will then be reviewed again in the next conference to discuss the pupil's success.

### **Marking for SEND pupils**

All children are expected to make good progress at Sunnymede and we adapt our marking policy in order to allow this. Some individuals will not benefit from the expectations of the marking set out by our school policy. Therefore, our teachers will use their discretion to adapt marking, enabling pupils to make progress. This will be closely monitored by the SENCO.

### **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). Over- correction of spellings can have a detrimental effect on a child's self- esteem.

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, before the child uses their plan to complete their final piece of writing. Plans should be marked carefully and, if needed, 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, though not at the expense of a focus on the subject specific lesson focus.

### **Marking Art, DT, PSHE and RE, Music**

Due to the more subjective and/or creative nature of these subjects, an adapted approach to marking and feedback is required. Certain lessons allow for teachers to mark against a success criteria e.g. blending colours in art, naming the five Pillars of Islam in RE or understanding what County Lines is through PSHE. However, in other lessons the outcome may be more opinion, emotion or perception based and therefore teacher discretion is required as to whether marking or acknowledgement marking is suitable to respect children's individuality and rights to their own opinion.

### **Marking Whole Class Reading**

During whole class reading sessions, texts, questions and ~~answers~~ responses to comprehension questions will be discussed as a class in detail. Children will use either peer or self-marking to check answers, while being overseen by an adult, enabling them to understand what is required to answer questions accurately and how to form responses. If children's answers are incorrect, they are expected to write the correct answer in their red pen following the discussion, allowing them to recognise their own errors and make improvements. Longer, more detailed answers may be marked by an adult.

### **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~~ once a week in English and maths, and once a half term in science. 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 target grid for writing, setting out personal areas for development (personal targets). These are kept in the front of their exercise books. All pupils should be aware of their personal areas for development and what they need to do to achieve them. In Year 3, targets will focus on handwriting initially and if required before progressing to writing standards when applicable. However, in Years 4, 5, and 6 targets will be writing skills based and handwriting targets will be given to those who require them.

As well as marking in response to the whole class learning objective and success criteria, -these personal targets must also be tracked on a regular basis through the marking process. This will support pupils to make accelerated progress.

When marking, teachers should actively look for evidence that a pupil is working towards or has achieved a personal target. 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 by the T if they do not agree or a tick if they agree. Where a dot has been noted, teachers should explain to the pupil why it has not been achieved.

## **COLOURS FOR MARKING**

### **Teacher / Additional Adults**

Teachers and additional adults will use blue pens to mark children's work. In English, when a deep mark is required, a tick next to a feature and/or comment will be used to indicate what aspects of the learning objective or success criteria has been achieved well (positives). A representation of steps 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)
•	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
Initials	Lesson taught/ work marked by...
LC	Let's chat
[ ]	Improve/ change vocabulary choice
Out	For targeted work, music lesson, sporting event etc

**Examples of Next Step 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 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.

## **Peer Marking**

- Children will be taught how to peer mark through modelling of good practice by the teaching staff.
- Teachers will need to consider when it is appropriate for children to peer mark.



### **Peer Marking Golden Rules**



- First, we tell our partner what they did well.
- We help our partner to achieve the learning question better by giving them ideas.
- We respect our partner's work as we know they have tried their best and work should always be valued.
- We look at the person we are talking to, and try to keep eye contact.
- We listen carefully to our partner as they are trying to help us get better.
- We are kind. We do not say anything that we do not want said to us.
- We speak clearly.