

## Marking and Feedback Policy

<b>Committee Name:</b>	Standards and Achievement Committee
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<b>Person responsible:</b>	Head Teacher

*‘Together we live and grow in the love of Jesus Christ.’*

### 1. Introduction

At St. Saviour’s CE Primary School we recognise that pupils need guidance throughout their lessons in how to improve their learning. This Policy has been re-written in 2019 to enable a more fluid dialogue and take into account adult workload. From this type of marking and feedback, staff can base their lesson plans on more detailed knowledge of the children and make it purposeful. We believe that marking and feedback is a collaborative process between teachers/TAs and pupils, and we aim to encourage open and continuous dialogue throughout every lesson to enable active learning. All members of staff are expected to be familiar with the policy and to apply it consistently. We believe this policy will support our children to grow successfully in their learning and enable them to apply some of our values of the Fruit of the Spirit, such as patience and self-control.

### 2. Aims

- To identify, encourage and rewards pupil’s successes against Learning Objectives, Success Criteria and National Curriculum expectations identified in each year group
- To highlight pupil’s successes using the colours identified
- To engage pupils in constructive feedback dialogue to improve learning
- To value pupil’s work through meaningful and consistent dialogue
- To provide constant evaluations and opportunities to improve work during the lesson
- To give pupils guidance on how work may be improved (against their age and expectations of the curriculum)

### 3. The role of the adults

The role of the adults are to evaluate the quality of the pupils’ work and improvements in the light of future planning.

#### 3.1 Marking codes and practices

- Achievement / work that has been completed correctly will be highlighted yellow (**Star Yellow**).
- Areas for development or incorrect answers will be highlighted pink (**Think Pink**).
- Exceptional work will result in a personalised stamp.
- Staff are to use their own judgement for how many times they use each colour in a child’s book. If unsure, they should check with other adults they are working with or with a member of SLT.
- It is expected that you will mark different children’s books more closely in different lessons across a week. When monitoring books, a combination of Teacher and TA marking/support should be evidence across the whole class.
- When writing comments in children’s books, TAs will mark and annotate work in **green** and Teachers will use **black** pen.

#### 3.2 Types of Marking

- **Verbal feedback** : this should be taking place throughout lessons between adults and pupils. (VF) will be written by the adult who discussed the work with the child. This can be written on all pieces of work with the exception of end of unit loop marking and assessment pieces.

- **Highlight marking** : this should be taking place throughout lessons between adults and pupils. The majority of this marking should be completed during a lesson with a pupil present. **Star Yellow** and **Think Pink** will be used for this marking.
- **Opportunity for response marking** : this should take place within a unit of work or area of study, once (e.g. Biographies or Newspaper Reports or Fractions). A written comment will be given by the Teacher or TA which could be ☺ for a positive comment, \* for action and T for target.
- **End of unit marking** : this should take place at the end of all unit pieces of work. A written comment will be given by the Teacher or TA and something to improve or edit (a target). Twinkl Expectations Grids (for English only) are not needed for this, unless this is an assessment piece.
- **Assessment marking** : this should take place once per Half Term in English (6 times over the year). The piece of work will be marked against the Twinkl Expectations Grids and the grids are ticked off. An assessment piece of work will be the closest to a data collection that term.

### 3.3 Marking Codes

- The current marking codes for Key Stages 1 and 2 are not compulsory, however they can be used for end of unit loop marking or assessment marking. **See Appendix 1.**
- For opportunity for response marking or end of unit marking, staff can use ☺ for a positive comment, \* for action and T for target.

## 4. The role of the children

The children's role in marking is to think of our values 'patience' and 'self-control' to help themselves with their learning in order to make further progress and be successful.

### 4.1 Self and Peer Marking

- Children will complete their work in pencil or blue ink if they have a fountain pen licence.
- Children will use red pens (KS1 and KS2) for self or peer marking.

### 4.2 Editing

- During a lesson, if a child wants to edit their work, they use the pencil or pen they are writing with. This might be self editing or correcting or it might have been highlighted pink and VF given.
- Children are to edit or make corrections to their work next to/at the side of the error they have made.
- Children are to cross out mistakes with a single line through the mistake.
- If a child edits their work after a lesson they will use their red pen.

### 4.3 Respond to Marking Time

- This can also be called 'mopping up' and will be after the lesson, the next day or during an Intervention.
- This may be written or verbal.
- Children use red pens/pencils when they respond to marking.
- If end of unit loop marking has been completed, children are required to have 'Respond to Marking Time' the following day.

## 5. Expectations

### 5.1 In class for the children

- Rubbers are not to be used (although when appropriate, for example co-ordinates or shape work, at the teacher's discretion).
- If a child makes a mistake, the child uses one line to cross out the mistake.
- Children complete their self or peer marking in red pen.
- LO grids for KS2: date, tick collaborative/independent/supported by, traffic light the statements and pupil comment.
- LO grids for KS1: pupil comments and moving towards traffic lights in Year 2. **(more about LO grids in Section 6).**
- Pupil comments should be completed with a growth mindset approach and may be an answer to a question.

## 5.2 In class for the adults

- The majority of the work is marked in the lesson by the Teacher or TA. It is not expected that every single question or item is marked within children's books.
- The use of visualisers is encouraged, particularly during Responding to Marking time to show expectations and celebrate examples of work which have been successful.
- Ensure children have Responding to Marking time if they have comments to work towards.
- Ensure displays have elements of learning walls on them to support the children with the focus of their work.
- To ensure that we share the Fruit of the Spirit values through our approaches to feedback.

## 6. Layout of work expectations

### 6.1 Learning Objective (LO) Grids

- Standard LO grids for KS2: Date, LO, Must/Should/Could/Extension, tick collaborative/independent/supported by, traffic light the statements and pupil comment box.
- Standard LO grids for KS1: Date, LO, Must/Should/Could/Extension, pupil comments and moving towards traffic lights in Year 2.
- For AFL, use the yellow highlighter to fully highlight a Must, Should or Could statement which has been achieved, or dash yellow highlighter for a statement which has been partially achieved (this is current practice in KS1).
- Children will self assess their learning at the end of every lesson using red, orange or green pencils (traffic lights) as required.
- Pupil comment boxes need only to be present on LO grids for the lessons when one is required.
- Pupil comments must be completed at least once a week or per unit or theme. The comment box can ask the children a question such as, what have you learnt?

### 6.2 Presentation of Assessment pieces (English only)

- From KS2, children should leave a page blank (right or left depending on whether you are left or right handed) when completing assessment pieces which will allow the child to edit a paragraph or add a section to their work clearly.
- It is at the teacher's discretion if they wish to do this for other pieces of non-assessed writing.
- This space could also be used for reflecting on their learning.

### 6.3 Interventions and SEN

- Work completed during Interventions is to be completed in the back of a child's English or Maths book, unless the intervention time is responding to marking a piece of work which the child has completed.
- For some SEN children, the Star Yellow or Think Pink colours may not be an accessible colour for a child, so this may require discussing with the SENCo.
- Teachers and TAs should meet with the SENCo/ Senior Management about simplifying the Marking codes for children who are not working at Key Stage Two standards.
- This needs to be recorded onto the Interventions Log in the back of the child's book.
- ☺, \* and T can be used for intervention work if appropriate.
- No highlighting required in Intervention work.
- TAs will mark and annotate work in **green** and Teachers will use **black** pen.

### 6.4 Maths Expectations

- Children to write one digit per box (if appropriate).
- Children to put the decimal point on the line when writing decimal amounts.
- When solving word problems or writing several calculations to find an answer, the children should write **Ans:** or draw a box around their answer.

- When using **Star Yellow** or **Think Pink**, only the answers need to be highlighted. It is at the teacher's discretion to highlight within an answer if appropriate e.g. pink highlight the section of working out which may have an error in it.

## **7. Early Years Foundation Stage (EYFS)**

- Marking mainly consists of oral dialogue with the children about their play and work, as well as written annotations, next steps and pupil voice.
- When children in the EYFS have reached the stage when they are writing sentences, their work will be highlighted with **Star Yellow** like the rest of the school (this is likely to be in the 2<sup>nd</sup> half of Reception).
- TA Assisted and Teacher Assisted stamps will be used to show how support has been distributed. EYFS: Will also use the independent stamp to show child initiated work. Children in Reception will be encouraged to stamp their own work.
- Comments and observations should be positive and highlight the pupils' success and achievements. The children's Next Steps should make it clear what it is they need to improve/ practise.
- Observations on Tapestry should follow the same guidelines as written feedback in the Learning Journals.

## **8. Foundation Subjects and Homework**

We plan to make adaptations to the marking of Foundation Subjects at the same time as English and Maths.

- Marking for Science and RE should:
  - Be completed in the same fashion as outlined above, using **Star Yellow** and **Think Pink**.
  - Have AFL: fully highlighting or dash highlighting (in yellow) the Must, Should, Could, Extension statements.
  - Allow children to self-assess their learning at the end of every lesson using red, orange or green pencils (traffic lights) as required.
  - Occasionally, as and when according to the unit of work, there should be *opportunity for response marking*.
  - Ask the children to complete pupil comments in RE and Science subject lessons (as regularly as English and Maths). Pupil comments are not required for every lesson.
  - In RE and Science, assessments may require *end of unit marking* or *assessment marking*.
- Marking for Topic should:
  - Acknowledge whether the LO has been achieved by writing: **LO√**
  - Occasionally, as and when according to the unit of work, there should be *opportunity for response marking*.
  - Peer and self-marking is encouraged, using red pen.
- Homework books will continued to be marked weekly.

## **9. Monitoring and Review**

- Staff/children will write into the children's books when we implement this policy so it is clear when we started these changes.
- Parents will be informed that we are making changes to this policy and will have the opportunity to discuss this with staff during Parent Teacher Meetings.
- SLT and Subject Leaders will review examples of pupil's work within their subject areas through Book Looks and Lesson observations to ensure consistent standards.
- During moderation meetings, teachers will be able to discuss their marking practice.
- This Policy is shared with all Staff and Governors and will be regularly reviewed by the Standards and Achievement Committee.

## Marking Codes:

When a teacher, or indeed any other member of the teaching team, would like to highlight the good use of any of the features below, a tick will be used before the symbol, e.g. √Adj. This would tell the child that they have used a particularly effective adjective during this piece of writing.

### Key Stage Two Marking Code (this will be introduced in the Summer Term of Year Two)

Symbol	Meaning
(VF)	Verbal Feedback given
√LO, LO Achieved or LO ticked at the top of the page by the teacher	LO Achieved
CL	Capital Letter
FS	Full stop
LW	Learning Wall
//	New Paragraph
Adj	Adjective
Adv	Adverb
Vocab	Vocabulary
SP	Spelling
HW	Handwriting
,	Comma
!	Exclamation mark
“ ”	Speech mark, inverted comma
...	Ellipse
()	Brackets
;	Semicolon
:	Colon
?	Question Mark
C	Connective
TC	Time Connective
Comp S	Complex sentence
S Con	Sophisticated Connective
(T)	Target
*	Task to be completed
☺	What went well