



Barton Primary School

| | |
|-------------------------|-------------|
| Reviewed on: | May 2020 |
| Next Review: | May 2022 |
| Staff Responsibility | Deputy Head |
| Governor responsibility | FGB |
| Signed by Chair | |

Marking and Feedback Policy

Mission Statement

We believe feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners and helping them to close the gap between current and desired performance.

Principles

Marking and feedback should help pupils to:

- Understand what they have done well
- Understand how to improve
- Make visible signs of improvement

When to mark:

Marking or verbal feedback should be done during, or as soon as possible, after the completion of the task and always before the next session.

What to mark:

Marking should mostly be focused on the learning objective, but errors with spelling and grammar should also be addressed as appropriate.

Final pieces are not always marked when marking or feedback has taken place during the writing process.

How to mark:

1. Highlight in **green**, up to three places where the child has shown the **best** aspects against the learning objective. To indicate complete success in the learning, highlight in green the titled learning objective and/or success criteria. Highlighting could also be used by children in peer or self-assessment.
2. Highlight in **pink**, where the child has not met the learning objective. Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.
3. Use a mixture of prompts to ensure all pupils understand how to improve: **questions, reminder, scaffolding** and **example** prompts.
4. For closed tasks where there are right or wrong answers use ticks for correct answers and dots for incorrect answers for the child to amend. However, it can still be useful to use the pink highlighter and a prompt for one of the errors.
5. If appropriate, write a short comment at the bottom of a piece of work, ensuring it is clear, concise and focused on the learning objective. A secondary comment can be made which focuses on errors which are on-going and specific to that child. These can be recorded as targets on target cards or post-it notes and explained personally if necessary.
6. Errors in spelling, punctuation and grammar should be identified and corrected in every piece of work.
7. When all of the answers are right it is appropriate to add a prompt to provide extension and challenge.

Marking Codes:

At the top of a piece of work in a small circle:

I - independent
G – pair or group
M – moderate amount of support
H – high amount of support
IC – independent challenge (KS1)
AI – adult initiated (EYFS)
CI – child initiated (EYFS)

If different sections within the work have had a differing amount of support this should be indicated.

Within the work:

D (Dialogue) or VF (Verbal Feedback) - followed by a word or phrase e.g. powerful adjectives. This is to help both the pupil and teacher to remember what was discussed so the work can later be checked for visible signs of improvement.

~ - wavy line underneath – this does not make sense/needs attention

Sp – written in the margin on the line with the spelling error for the child to independently identify, correct and practise (KS2)

Additional codes for EYFS and KS1:

___ - underline common exception word errors or the incorrect grapheme for the child to correct if appropriate (KS1)

☺ - correct spelling of common exception/high frequency words

✓ - correct graphemes within a word in early writing

We would expect these marking codes to be used for work in Reading, Writing and Maths by all teaching staff. Any member of staff marking work who is not the class teacher should initial their marking. Adults mark in green pen and children mark in purple (KS2) or coloured pencils (KS1).

Feedback at the end of a child's work could include:

Highlight (You did this well)

Highlight (You need to do this to improve)

Marking/Editing boxes for the children to make improvements/corrections

Next Lesson – to show that the work has been assessed and learning re-addressed in the near future (see below).

A written comment for KS2 children where appropriate and necessary.

Pupil Responses:

On key pieces of work (in books or digitally), where marking is more detailed, each child will have a written comment which will either be a consolidation prompt or an extension prompt. Children need to be given time to respond to these written comments. Preferably, this will be as soon after the piece of work has been marked as possible. Children need to demonstrate through the use of their responses that they have moved their learning forward rather than just an acknowledgement that they have read the comment. Modelling to the children how to reflect on and respond to marking will further enhance the impact it will have on learning. It is particularly important to spend time doing this in September.

Marking as work sampling:

Rather than giving an extended written response to a misconception, scan through other books to see if similar misconceptions/errors have occurred. If they have, then modify future planning to address these misconceptions and use the marking code, 'Next Lesson', to show that the misconception was addressed in a future lesson.

Feedback within the lesson:

Immediate feedback is the most effective way of ensuring that the pupils make progress within the lesson, keeping learning continuous and fluid. Lessons should be planned to enable staff to check and impact on the learning of all. Good quality AfL will enable the most effective learning to take place. The checking can be done during the lesson by the adults or by the children themselves, for example in closed maths tasks or grammar activities. Children can be given the answers to correct and evaluate.

Marking in Foundation Subjects:

For certain tasks where there is a written outcome then you should write a simple written response that relates directly to your expectation against the learning intention. This could just be a tick with a short comment alongside if they have met the learning objective/outcome. We would expect this type of marking in all foundation subjects.

Homework:

Homework can often be marked by the children themselves. In this way the class can discuss and explain the answers.

Use of Erasers:

When drafting, errors are crossed through with a simple line and corrections are made around them. This enables children and teachers to see where mistakes or misconceptions have been made and how they have been addressed and rectified. For best work and final pieces erasers may be used.

The impact of focus marking:

- Children's self-esteem increases as a result of their visible improvements
- Children like the system and are very motivated to make their improvements
- Children are eager to look at their marked work and enjoy looking back at previous comments
- Children keep referring to the success criteria when they know the work will be marked in this way
- Children make better connections between their work and the learning objective
- By focusing on one thing at a time children improve their repertoire of skills