



Marking and Feedback Policy (KS1 and KS2)

Aim

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work to maximise progress and support pupils in becoming effective learners. This policy is not to be read in isolation, but in conjunction with all other school curriculum and assessment policies. Marking is an essential part of planning, assessment, teaching and learning.

Effective marking and feedback are integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. Pupils are encouraged to consider mistakes as an important part of learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and celebrate their success and what they need to do to improve.
- Support pupil confidence and self-esteem in learning and contributes to accelerated learning whilst also correcting errors and clearing up misconceptions in learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

Verbal Feedback

Verbal feedback is an important part of the marking and feedback procedures within Primary. Not only does it offer the pupil immediate praise or development points but also ensures that all pupils are able to access their feedback. Verbal feedback can be given throughout a lesson, or at the start of a lesson or at the end of a lesson. Verbal feedback can also be used 1-on-1 with pupils, or with small groups or with the whole class. However, it is important to note that verbal feedback is not marking.

Non-negotiable Procedures for Marking.

- Learning objective and success criteria are shared with pupils at the start of each lesson and reinforced throughout.
- Marking must be related to the learning objective, success criteria and individual pupil targets.
- All teacher marking is to be carried out using pink and green pen and highlighter.
- All marking is to be done in clear legible handwriting that models expectations.
- All pupils' work is to be at least 'acknowledged marked' by Class Teacher.
- In both English and Mathematics at least 1 piece of work per pupil should be developmentally marked per week.

Processes

Four types of marking and feedback occur during teaching and learning:

Teachers' well considered intervention to promote deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

Acknowledgement marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process to accelerate and deepen learning.

Self-assessment and peer assessment of the attainment and success of a piece of work.

Developmental marking

A two-colour marking scheme is to be utilised to clearly celebrate pupil successes and identify pupil progress. Developmental marking will follow the 'Green for Growth' and 'Tickled Pink' scheme.

When identifying specific success, the respective work in the pupils' book will be identified in pink highlighter. The corresponding comment will also be written in pink pen.

When identifying an area for specific improvement, the respective work in the pupils' book will be identified in green highlighter. The corresponding comment will also be written in green pen.

or

When identifying an area for specific extension the respective work will be identified in green highlighter. The corresponding comment will also be written in green pen.

Pupils will respond to the comments using a purple pen.

Acknowledgement marking

Acknowledgement marking will consist of the class teachers completing the success criteria glued in at the top of the piece of work. Putting a numbered circle in areas of the work where the success criteria has been met. VF, in a circle, to be used to indicate where the Class Teacher has given verbal feedback. Pink and green highlighters used for live marking purposes.

In mathematics, correct answers can be ticked using pink pen and incorrect answers can be denoted with a dot using green pen. (A full set of teaching marking symbols can be found in Appendix A)

Professional judgment

- Corrections should support the pupil's learning, too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the efforts they have put into a piece of work always need to be taken into account when marking.
- Teachers must use their professional judgement when deciding how many corrections to mark.
- Teachers may plan to group mark certain pieces of work so that they can focus on developing particular objectives with targeted groups.

- To support pupil progress post-it notes may be used to identify where response is required, or to enable the pupil to transfer a comment forwards to the next piece of work.
- Teachers will also use the success criteria glued in at the beginning of the piece of work to quickly and effectively identify whether the learning objective and any success criteria have been met, areas for further development and pupils' next step.

Live marking

Teachers should circulate around the class as they work to observe, encourage and check their work. If part of their work is wrong, a dot or small line can be used on their paper in **green** pen. Very subtle, not a permanent 'wrong' mark, but a reminder that there is something that needs checking. The idea is that the dot reminds students, subtly, to find their own mistake and, in time, encourages self-reflection and self-correction. **Pink** ticks can be used to denote correct answers to questions or to denote when key vocabulary and grammar has been used well. **Pink** highlighters can be used to celebrate pupil success and highlight where pupils have demonstrated outstanding learning. **Green** highlighters can be used to denote where pupils can develop their work further. This should be accompanied by verbal feedback to help ensure that pupils understand what developments could be made to their work.

Self-assessment

Pupils are to identify their successes and their progress points using a **purple** pen (KS2) or pencil (KS1 until demarcation is suitable for pen use). Clear guidelines for self-assessment must be provided i.e. a writing checklist, success criteria and/or individual pupil targets.

Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in **purple** and the peer assessors should also initial here. Clear guidelines for peer-assessment must be provided i.e. a writing checklist or the lesson success criteria.

Responding to comments

Pupils are required to respond to all feedback, Teacher and peer, with comments written in **purple**. Pupil response to comments should be clearly initialled – so that it is clear they have been completed. Response should be made as soon as reasonably possible to support pupils effectively. A pupil's response to marking should be acknowledged swiftly, in line with the marking policy and not ordinarily an open opportunity for a longer dialogue. If greater issues arise then the teacher is to address this with the pupil through another medium than feedback and response.

The Frequency of Developmental Marking

In English and Mathematics all pupils should have **at least one** piece of work marked developmentally by their teacher per week. This marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week.

Additional Developmental Marking may be used as a strategy to support pupils who need acceleration. This may be particularly pertinent to pupils that have been identified as AESN or EAL or for pupils identified as working at or towards 'Mastery' level.

Key Stage specific guidance

KS1:

Both teachers and teaching assistants are involved with the marking and feedback of work.

When pupils are completing a directed activity, the outcome is identified by using the success criteria, where appropriate a target is set to aid future learning.

When marking emergent writing, pupils are encouraged to read their work back to the teacher or teaching assistant who may then scribe what the pupil has said.

Observations of high frequency words are identified on the piece of work.

Pupils will use a variety of writing tools and neat presentation of their work is to be encouraged and praised. (See separate presentation policy)

Success criteria can be highlighted either **pink** or **green** to make their success and development points clear to pupils.

Key Stage 2:

Errors in punctuation to be circled and targeted in marking where appropriate.

Opportunities for up-levelling pupils' writing through vocabulary, punctuation and grammar are to be identified and fed back to pupils. Where appropriate pupils are to be encouraged to identify these opportunities themselves.

Pupils will use a variety of writing tools and neat presentation of their work is to be encouraged and praised. (See separate presentation policy)

For lower ability learners, success criteria can be highlighted either **pink** or **green** to make their success and development point clear.

Assessment prompts

On the success criteria glued into the pupils' workbooks at the start of a piece of work there is an assessment prompt box. This to aid teachers when reflecting on pupils' work to review progression and aid formative assessment. Teachers will fill this box to denote if the work was independent, supported, or group work (Appendix B). Each pupil should have one clear English and mathematics target that teachers and pupils can refer to when assessing pupils' work. If teachers feel that a piece of work demonstrates the pupil has made progress towards their individual target, they can denote a TOT in the assessment prompt box. A pupil must demonstrate they have met their target in three independent pieces of work before they can be given a new target.

Cover Teachers

Cover teachers are expected to mark work in line with the marking policy of the school or as directed by the class teacher. In the main, this will be Acknowledgement Marking followed by a positive comment. In the margin at the top of the piece of work the cover teacher should write a C in a circle and their initials.

Pupil Absence

If a child is away, a note should be made as follows: e.g. Pupil absent 14/11/20.

Slow Pace of Work

There are occasions when, no matter how carefully work is planned, differentiated or paced, certain pupils will fail to finish the work to a satisfactory degree. When this happens, it may be appropriate to use the Green for Growth system to motivate the pupil and/or, if necessary, administer the sanction of being kept in for 10 minutes at second break to finish the work, ensuring that the pupils are suitably supervised. It is important that a note is made in the margin next to where the pupil got up to during the lesson and how long they had to complete the work e.g. *'completed in lesson – 30 minutes taken.'*

Celebrating Success and Rewards

Marking and feedback should always be used to celebrate pupils' successes. As teachers we want to recognise and praise good work through a variety of means. This can be through the 'Tickled Pink' scheme as well as with stickers and house points. However, empty praise is as ineffective as empty criticism, therefore specific praise is preferred whenever possible to boost the confidence and self-esteem of our young learners.

House points – up to 3 house points can be awarded per piece of work. These are to be denoted at the end of the piece of work in pink pen e.g. +1HP, +2HP or +3HP. Pupils should not lose house points for poor work.

Stickers – appropriate stickers can be placed in alongside the teacher's comment at the end of the piece of work. Stickers should not replace teacher marking.

If pupils produce outstanding work that demonstrates outstanding learning and progress pupils can be sent to the Deputy Head, Mr Stuart, who will read and verbally praise the pupil for their excellent work. He may also award the student a 'Mr Stuart High Five' sticker which will award the pupil 5 house points.

Monitoring the Policy

Pupils' workbooks from across the curriculum will be monitored on a half termly basis by members of SLT and MLT to ensure that teachers are following this marking policy. A marking and feedback quality assurance form (Appendix C) will be completed and a copy will be given to the teacher. Teachers may be given clear targets if they are not adhering to this marking policy.

Policy review date: January 2022

Appendix A: Assessment prompts

Content prompts

✓	answer correct
●	incorrect answer
_____	spelling or grammar error
CL	capital letter needed
P	punctuation needed

Assessment prompts

I	independent work
S	supported work
G	group work
TOT	target on track

Acknowledgement & developmental marking and feedback prompts

VF	verbal feedback (praise) given
VF	verbal feedback (development point) given
→	next step

Appendix B: Marking and feedback quality assurance

Primary Marking and Feedback Quality Assurance

Teacher:

Date:

Moderator:

Area of Quality Assurance	Present	Comment
Section 1 – Marking		
Up to date		
Differentiated		
Neat/discreet and respectful of the pupil’s work		
Targeted at success criteria or individual targets		
Evidence of self/peer marking/assessment		
Section 2 – Is the policy being followed?		
Correct symbols being used?		
Evidence of live marking?		
Colour coding using pink and green?		
Clear next steps and praise for achievements		
Section 3 – Standards		
Does work demonstrate clear progress?		
Is work age/ability appropriate?		
Is there evidence of sufficient quantity and coverage of core subjects?		
Is there evidence of sufficient breadth and depth of study?		

General Comments:	
Targets Agreed:	Timescale: