



# **Stone C of E School**

## **Marking and Feedback policy**

This policy was revised: Spring 2019

The policy is to be reviewed: Spring 2021

## **Philosophy**

We believe that constructive marking and feedback helps raise standards. It should be the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written and verbal) makes tracking of learning intentions for pupils on a day to day basis manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve.

## **Aim**

For pupils to improve their knowledge, understanding and skills by using teachers' written and oral feedback effectively. To provide another opportunity to assess pupils' progress towards meeting their Age Related Expectations (A.R.E).

## **Principles**

Our Marking and Feedback Policy is based on the principles that:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.
- Teachers and pupils are clear about the learning intentions of a task and the criteria for success and that the marking is directly related to the learning intention.

## **Guidance for Marking by Teachers**

Teacher marking is only effective if:

- It informs both the child and the teacher of what has been achieved and what needs to happen next
- The child has an opportunity to read / respond to the marking
- It is informing the teacher of learning needs which can be incorporated into future planning

Remember that:

- Marking is most effective in the presence of the child
- Children should be given time to read/reflect on/respond to marking
- Effort should be acknowledged alongside achievement

## **Non-Negotiables for Marking and Feedback**

### **Daily Marking**

- Teachers and TAs to use green pen
- Each piece of work should be at least tick marked, initialled by the person marking (if not the class teacher) and spelling, punctuation and grammatical mistakes highlighted for corrections on a daily basis if required, using the correct marking codes outlined in the appendix.

Where spelling mistakes occur:

In Key stage 1 the spelling should be drawn attention to using the correct marking code in the margin, underlined/bubbled etc. and written correctly at the bottom of the piece of work for the child to copy out 3 times

In KS2, it should be drawn attention to using the marking code in the margin and written correctly at the bottom but children should be encouraged to find an incorrect spelling of at least one error themselves, look up the correct spelling in word banks/dictionary and correct independently/with peer support. Children should then practise each spelling three times at the bottom of their work.

- Whole school symbols to be used and shared with the children to ensure understanding (see appendix)
- WALT highlighted in green if WALT achieved
- WALT dotted in green if there are areas for improvement
- Marking should be directly related to the learning intention / success criteria
- Positive comments can be added, praising effort and strategy with guidance to help pupils to move their learning forward – see Great Learners handbook for growth mindset feedback phrases
- Cover/Supply teachers must mark and initial all work.

### **Next Step Marking**

- In Maths and English, each child should have at least one piece of work Next Step Marked with a response task once every week. This could include completing corrections after the teacher has modelled the correct approach in marking; misconceptions addressed followed by a next step task to practise or a challenge question e.g. higher order thinking task. This should be identified with an arrow in a circle. The instruction may be written or verbal.
- The children must respond to this in purple pen before starting their next piece of work and responses must be marked by the class teacher.
- In all other subjects, each child should have at least one piece of work marked with a 'Next Step' task once every fortnight appropriate to the subject/skills being taught. The children must respond to this in purple pen before starting their next piece of work and responses must be marked by the class teacher.

### **Other Marking and Feedback Strategies**

- Verbal feedback to be acknowledged in books (VF)
- Use of the visualiser and mini plenaries to model and share good examples
- Asking children to self-assess or peer-assess, referring to the steps to success (with time given to do so)
- TAs working with individuals/groups should mark their work, using the school marking codes, and teachers should refer to their marking to identify next steps for each child

### **Guidance for Peer / Self-Assessment**

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with Assessment for Learning (AFL) strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about steps to success so that feedback can be specific and meaningful.

Children need to be trained in how to peer and self-assess meaningfully, in order that time spent on this in lessons is beneficial to the learning.

Some successful peer/self-assessment strategies include:

- 2 stars and a wish

- Collaborative Improvement (CI) in purple pen
- Verbal feedback (VF)
- Steps to Success Checklists

### **Collaborative Marking**

When working collaboratively, **both pupils** improve one child's work at a time in relation to the steps to success. This work will be completed **in purple pen**.

It is recommended that the process of 'Collaborative Improvement' is continual, occurs more than once for a piece of writing, and that pairs of pupils remain the same for each piece of work/genre.

### **EYFS**

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.

### **Alternative Ways of Sharing/Celebrating a Child's Success**

- Openings of lessons
- Mini-plenaries e.g. Why is this good? (Refer to success criteria)
- Plenaries and use of visualiser
- Assemblies
- Achievement Awards
- Display

### **Moderating**

Cross-year group moderation and liaison group moderation to take place termly.

### **Monitoring**

Marking and feedback will be monitored by the Senior Leadership Team, through book scrutiny, learning walks and lesson observations.

## **Stone Quick Marking Codes**

Chart for children including margin codes –you may identify the error with by circling/underlining/bubbling etc.

**Display in class**

<b>WALT highlighted in green</b>	<b>WALT achieved</b>
<b>WALT dotted in green</b> ●	<b>Areas for improvement</b>
P	<b>Punctuation</b>
Sp	<b>Spelling</b>
G	<b>Grammar</b>
^	<b>Omissions</b>
//	<b>Paragraph</b>
(T)	<b>Target</b>
→	<b>Next Step Response Required</b>

### **Further codes for teacher reference**

I	<b>Independent work</b>
TA	<b>Worked with TA</b>
FC	<b>Focus Child – i.e. worked with teacher</b>
VF	<b>Verbal Feedback given</b>
CI	<b>Collaborative Improvement</b>