



## Marking and Feedback for Learning Policy



## Marking and Feedback for Learning Policy

Status of Policy	Date
Policy Reviewed	February 2018
Agreed by Staff	February 2018
Agreed by Governors	Spring 2018
Next Review	Summer 2020



## Marking and Feedback for Learning Policy

### **Marking and feedback has 4 purposes:**

- To help pupils understand what they have done well;
- To help pupils understand how to improve;
- To help pupils make visible signs of improvement as a result of feedback;
- To positively reinforce success and effort.

### **Marking**

To ensure pupils understand their success they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

To ensure all pupils understand how to improve different types of prompts should be used. We use a mixture of challenge, reminder, process steps and example prompts, as appropriate to help pupils to understand. This may be done through comments, questions, discussions or diagrams that help pupils to understand.

	<b><u>Guidance Type</u></b>	
More Able	Challenge	Later
Ability	Reminder	Teaching Sequence
	Steps (instructions)	
Less Able	Example	Earlier

Without visible signs of progress emerging from marking or feedback there are no signs of effectiveness. Teachers and Teaching Assistants should ensure time is given for pupils to act upon the guidance and make improvements weekly within independent extended writing and when appropriate across the curriculum.



## Marking and Feedback for Learning Policy

### **Consistency**

The four purposes of marking should be evident in all classes and in all subjects throughout East Herrington Primary Academy, however, approaches may differ.

Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time the four purposes of marking should be followed.

Where verbal feedback is given for pupils' recorded work it may be appropriate to use key word marking which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

### **Evaluation**

Frequent work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure the four purposes of marking are of a consistently high quality throughout East Herrington Primary Academy.



## Marking and Feedback for Learning Policy

### Appendix 1

## Marking and Feedback Process Foundation Stage to Upper Key Stage 2

### Foundation Stage

Through discussion with children staff observe and document, (through photographs and notes), children's learning in all areas. This is used to give immediate feedback to the children about what they have achieved and to give staff information about how to move their learning forward.

### Reception Marking in Books

Context stickers are used on all pieces of work. Adults write a short comment on most pieces detailing what has been achieved and what would be the next steps of learning. Verbal feedback is given during group work.

### Key Stage 1 (Years 1 and 2)

- Learning objectives will be shared with the children.
- Extended independent writing will be marked using the agreed school code where appropriate.  
(Green highlighting and a \* should be used for positive aspects of the children's work, pink and an arrow for areas of improvement).
- Each week some children will receive this marking immediately.
- Grammar, punctuation and spelling will be a high priority for marking in all subjects.
- Other subjects will be marked in a combination of the following ways:
  - All work must be marked by the teacher;
  - Positive comments;
  - Verbal feedback;
  - Areas for improvement given

### Key Stage 2 (Years 3 - 6)

- Learning objectives will be shared with the children.
- Extended independent writing will be marked using the agreed school code where appropriate.  
(Green highlighting and a \* should be used for positive aspects of the children's work, pink and an arrow for areas of improvement).
- Each week some children will receive this marking immediately.
- Grammar, punctuation and spelling will be a high priority for marking in all subjects.
- Other subjects will be marked in a combination of the following ways:
  - All work must be marked by the teacher;
  - Peer marked within the lesson
  - Positive comments;
  - Verbal feedback;
  - Areas for improvement given



## Marking and Feedback for Learning Policy

### **Appendix 2**

The following is a guide to the progression of effective marking and feedback in extended writing.

- Verbal feedback continues to be very important.
- Success criteria shared and available for children to follow initially.
- Teacher and pupil to look at examples of writing together to correct them.
- Pupil and pupil to look at examples of writing together and correct them prior to teacher marking.
- Teacher highlighting children's work with children responding to developments.
  
- Children to be encouraged to generate success criteria and then verbalise.
- List of success criteria could be in books and teacher to tick if achieved
- Children's work to be highlighted to show evidence of where success criteria has been achieved. Children must respond to improvements.
- Marking acknowledges success criteria.
  
- Generic success criteria should be available – linked to year group non negotiable eg. handwriting, capital letters, full stops etc dependent upon the age and ability of the children
- Self and peer verbal and written feedback against success criteria, (writing partner checklist), prior to teacher marking
- Pupils edit and redraft work prior to teacher marking



## Marking and Feedback for Learning Policy

### Appendix 3

## Pen Policy (All Subjects Except Maths)

### **Reception and Year 1**

- Teachers write in blue
- Children write in pencil
- Pupil response in purple

### **Year 2 - Year 6**

- Teachers mark in red
- Children write in pencil until they receive a pen licence
- Children trial writing in pen for a month then receive a pen licence
- When they have a pen licence children to write in blue school biro only
- The standard of writing must be maintained or they will revert to writing in pencil
- Corrections and feedback by pupils in purple in the text and with their own pen / pencil if the correction is written at the end of the work.

## Maths

- Pupils write with a sharp pencil at all times.

### **Reception and Year 1**

- Teachers write in blue

### **Year 2- Year 6**

- Teachers mark in red
- Children should leave a maths lesson understanding what they have achieved and what they need to work on.



## Marking and Feedback for Learning Policy

### Appendix 4

#### Marking Code

- \* = a positive comment
- = any improvements linked to the lesson objective and appropriate to the ability of the child
- VF = immediate verbal feedback. This will sometimes have a key word next to it.
- TS = Teacher support
- TAS = Teaching Assistant support
- I = Independent
- IN = Input needed in the next lesson
- SS = Student support
- PW = Paired work
- GW = Group work
- AP = Apparatus used to support
- PM = Peer marked

If there is no context identified the work has been completed independently.



## Marking and Feedback for Learning Policy

### **Appendix 5**

#### **Codes for Basic Skills**

.	Full stop missing on the line
CL	Capital letter missing
^	Missing word or words
sp	Incorrect spelling
?	Question mark missing
!	Exclamation mark missing
,	Comma missing
'	Apostrophe missing
“ ”	Speech marks missing
;	Semi-colon missing
:	Colon missing
G	Grammar error

The following codes are written in the margin. Words may be underlined depending on the child.