



Caring **A**chieving **R**espectful **E**xciting

Marking and Feedback Policy

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Link Governor: C Sayers

Policy Approved Signed: C Sayers

Policy Reviewed Signed: C Sayers **Date: 05.04.16**

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Policy Reviewed Signed: Date:

Aims

At Hardwick Primary School we will ensure that all children have feedback or their work marked in such a way that it will:

- lead to improvements in learning;
- develop self-confidence and self-esteem;
- develop independence and self-improvement; □ provide opportunities for self and peer assessment.

Types and Principles of Marking

- ☑ There are **four main types of marking**, set out below in **order of frequency**, that should occur to support teaching and learning:
 1. **Verbal Feedback** to swiftly address misconceptions or prompt deeper thinking/learning;
 2. **'Light marking'** of work, acknowledging and recognising attainment and/or progress/success and/or completion of children's work using ticks, POG ratings and comments when applicable;
 3. **Next Step marking** in which tasks to address misconceptions/inaccuracies, consolidate/apply or challenge/deepen children's learning are given with a response from children to help improve and extend their learning;
 4. **Feedback Grid marking** in which feedback on attainment and success is given and a self-assessment from children is required in order to evaluate and deepen their learning.
- ☑ The frequency and type of marking is dependent on:
 1. The age/stage of the child;
 2. The context of the task that is being taught and learnt;
 3. The phase of learning e.g. phase of Talk for Writing, that is being taught.

Guidelines and Presentation

The following procedures for marking children's work should be implemented by all staff.

- ☑ The **majority of marking should be** within the lesson i.e. **an immediate response**.
- ☑ **Marking is in green pen**, in a **legible handwriting** and follows the **schools agreed script**. ☑ **Pink pen is used in FS and KS1** for developmental comments and next steps tasks.
- ☑ **Children's responses** to marking should be in **purple pen** and **only as a response to teacher marking and feedback**.
- ☑ **Constructive oral comments are the main form** of communication and **feedback** on learning.
- ☑ **All children's work, other than the maths workbook, will be marked** by a member of staff by clearly **POG rating the outcomes** below the work against the left margin/left hand side.
- ☑ **Pink and Orange POG** ratings will mostly be followed by a **developmental comment or next step task**.
- ☑ **All children's work should be marked by the next lesson**.
- ☑ **Ticks** will be used to show a **correct response**, **green highlighting** to show **good writing** and **pink highlighting** to show **areas for improvement**.
- ☑ **Marking is not editing** so work should only be marked in sufficient detail and should focus on children's next steps in order to help them develop and improve their learning.

- ☑ For all activities **learning objectives (WALT) and success criteria (Remember To)** are made clear and quality is clearly demonstrated and modelled to all children. **Marking and feedback is then specifically focused on these**, i.e. in science work, focus feedback on the science.
- ☑ **Date and title all work**, written against the left margin, **not underlined** with a line space between them and the children's work.

- ☑ **Short numerical dates** are used in **FS, KS1 and in KS2** for maths, GPS and guided reading. **Long written dates** are used in **KS2** for all **written work in English, Independent Writing and Theme Books**.
- ☑ **Use titles to show learning objectives** in books and on work as follows:
 - Key concepts for English and maths e.g. Traditional Stories or Subtraction
 - Questions for Theme, RE and PSHE e.g. Who were the wives of Henry VIII?
 - Elements for Art e.g. Line, Tone etc.
- ☑ Marking **identifies key strengths and areas for development** in relation to learning objectives and success criteria.
- ☑ Marking **identifies corrections and provides clear developmental prompts** to facilitate future progress.
- ☑ Language used in marking is **positive, clear, unambiguous and appropriate** to children's own language skills (Kind and Specific, Helpful and Specific).
- ☑ Feedback is given to the **whole class, groups and individuals** during the lesson and following marking.
- ☑ Where appropriate marking and feedback will **provide opportunities for children to self and peer evaluate** learning, identifying strengths and areas for development.
- ☑ Marking **informs future planning, organisation and provision**.
- ☑ **Children** will have marking **procedures clearly and appropriately explained**.
- ☑ **Marking criteria and codes should be readily available** to children so that they understand the meaning of the marking they receive (see Marking and Feedback Codes page 7).

Next Steps Tasks

- ☑ **Next steps tasks** should be given as and when appropriate to **correct, revisit, consolidate, develop or extend children's learning** dependent upon the outcomes of the marking and assessments and in order **to move learning forward towards the end of unit expectations**.
- ☑ **Children's responses** to next steps tasks should be in **purple pen** and **marked by a member of staff**.
- ☑ **Next steps tasks** with a **planned opportunity for children to respond** will be used **at least once per week in English and maths and once every half term in Science**.

Feedback Grids

- ☑ **Feedback grids** should be used as and when appropriate to **share learning objectives and success criteria** with children, to provide **specific feedback from the teacher** and to **support self and peer assessment**.
- ☑ Assessments made against the success criteria are given using POG ratings.
- ☑ **Highlighting and feedback grids** will be used as appropriate and **at least**:
 - **twice for each unit of English, one of which will be at the end of unit independent writing task;**
 - **once each term for science investigations; ○ twice per year for all other subjects, excluding maths, PE and music.**
- ☑ **Feedback grids** for English and theme and science can be found on the school's network at **T:\ASSESSMENT - RECORDING - REPORTING\TEMPLATES - Assessment\Assessment and Feedback Grids**.

English Marking and Feedback

- ☑ **All children's work should be 'light marked'.**
- ☑ Exploratory and preparation work should be evidenced in English books. This includes work at word level (**vocabulary and language**), sentence level (**grammar**) and **text maps/plans**. **This is important as it charts the process and progress of children's learning.**
- ☑ **All children should have at least two pieces of writing marked using highlighting and Feedback Grids** during every unit of writing.

- ☑ **Marking will demand an effective response from the child** to an appropriate Next Steps Task and time should be allocated by the teacher for an appropriate and meaningful response to be made.
- ☑ **Attention should be given to spelling, grammar and punctuation** in line with the age/stage of the child. Independent Write
- ☑ **All units of writing will be followed-up with a writing task in Independent Write books. The appropriate highlighting and Feedback Grids will be used.**
- ☑ **Marking will demand an effective response from the child** to an appropriate Next Steps Task and time should be allocated by the teacher for an appropriate and meaningful response to be made.
- ☑ **Attention should be given to spelling, grammar and punctuation** in line with the age/stage of the child.






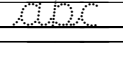
Feedback Grids






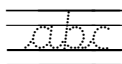
The following feedback grids should be used when marking children's writing:

<i>Learning Objective / We Are Learning To (WALT)</i>

<i>Stage 1</i>

Marking and Feedback Policy

Red Always Remember To							
Use capital letters	Use full stops	Leave finger spaces	Write on the line	Sound out words	Make good word choices	Read your sentences back	Join-up some of your letters
A ^B C	●						

Learning Objective / We Are Learning To (WALT)							Stage 2	
Green Remember To							Self	Teacher
1.								
2.								
3.								
4.								
Red Always Remember To								
Use capital letters	Use punctuation	Leave finger spaces	Write on the line	Sound out words	Make good word choices	Read your sentences back	Use joined up handwriting	
A ^B C	●							

Marking and Feedback Policy

Learning Objective / We Are Learning To (WALT)				Stage 3
Green Remember To	Self	Partner	Teacher	
1.				
2.				
3.				
4.				
Red Always Remember To				
Use punctuation accurately . , ? !	Make exciting word choices	Use a range of conjunctions and openers	Use joined-up handwriting	Make sure your writing makes sense

Learning Objective / We Are Learning To (WALT)				Stage 4
Green Remember To	Self	Partner	Teacher	
1.				
2.				
3.				
4.				
Red Always Remember To				
Use a range of punctuation accurately . , ? ! " "	Make exciting word choices	Include a variety of sentence types	Use paragraphs to organise your ideas	Use joined-up handwriting
				Re-read and edit your work for mistakes
				Use a dictionary to check your spellings

Learning Objective / We Are Learning To (WALT)		Stage 5		
Green Remember To		Self	Partner	Teacher
1.				
2.				
3.				
4.				
Red Always Remember To				

Marking and Feedback Policy

Use a wide range of punctuation . , ? ! " " () -	Make exciting but appropriate word choices	Include a variety of sentence types	Use a range of tense types accurately	Use joined up handwriting	Proof-read, evaluate and edit your writing	Use a dictionary / thesaurus to improve your work
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Learning Objective / We Are Learning To (WALT)					Stage 6	
Green Remember To					Self	Partner
1.						
2.						
3.						
4.						
Red Always Remember To					Teacher	
Use a wide range of punctuation . , ? ! " " () -	Make exciting but appropriate word choices	Include a variety of sentence types	Use a range of tense types accurately	Use joined up handwriting	Proof-read, evaluate and edit your writing	Use a dictionary / thesaurus to improve your work

Maths Marking and Feedback

All Maths work will be marked. Where children have shown misconceptions, there will be evidence that this has been addressed by a member of staff. This may be through marking either within or outside of the session and/or verbal feedback.

At least once per week, children will receive a next step task with opportunity to respond. This can be in either workbooks or journals and may be either to highlight and amend misconceptions, or to develop children's learning further.



Science Marking and Feedback







All Science work will be acknowledged. Where children have shown misconceptions, there will be evidence that this has been addressed by a member of staff. This may be through marking either within or outside of the session and/or verbal feedback.







At least 1 science investigation per half term with next step marking to develop children's learning further. Science feedback grids to be used termly with an investigation. See below.

Marking and Feedback Policy

Red Remember to:

					
Be 'hands on'	Be enthusiastic	Care for the equipment	Ask questions and share ideas	Think of ways to find out the answers	Talk about what you have learned

Learning Objective / We Are Learning To (WALT)					(Stage 1)
Red Always Remember To					
Ask simple questions and know they can be answered.	Perform simple tests	Observe closely	Use simple equipment	Gather data and talk about their findings	Use observations and ideas to suggest answers to questions
					

Learning Objective / We Are Learning To (WALT)					(Stage 2)
Red Always Remember To					
Ask simple questions and know they can be answered in different ways.	Carry out test in the correct order	Observe closely	Use simple equipment to take measurements	Gather and record data to help in answering questions	Use simple scientific language to explain findings
					

Marking and Feedback Policy

Learning Objective / We Are Learning To (WALT) (Stage 3)					
Red Always Remember To					
Use ideas to ask questions independently about the world around them	Discuss enquiry methods and describe a fair test	Make decisions about what to observe during an investigation	Take accurate measurements	Record findings using scientific vocabulary	With support, use results to draw simple conclusions

Learning Objective / We Are Learning To (WALT) (Stage 4)					
Red Always Remember To					
Suggest relevant questions and know they can be answered in a variety of ways.	Identify variables to be tested.	Make systematic and careful observations	Take accurate measurements using a range of equipment	Choose appropriate ways to record and present information	Use results to draw simple conclusions and ask new questions

Learning Objective / We Are Learning To (WALT) (Stage 5)					
Red Always Remember To					
Raise different types of scientific questions	Plan an enquiry using fair testing	Make systematic and careful observations	Take measurements with increasing accuracy and precision	Justify scientific ideas using relevant scientific language	Written or oral conclusions explain the results of enquiries

Learning Objective / We Are Learning To (WALT) (Stage 6)					
Red Always Remember To					
Interpret data to draw scientific conclusions.	Evaluate practical investigation methods and suggest improvements.	Make systematic and careful observations	Take measurements with increasing accuracy and precision	Justify scientific ideas using relevant scientific language	Written or oral conclusions explain the results of enquiries.

Marking in the Early Years Foundation Stage (FS2) Writing will be completed in the children's Writing Journals and will be marked by a member of staff. Where an area of need has been identified, teachers or support staff will work with selected children as a guided activity. Feedback grid symbols are introduced gradually to the children and displayed in the Writing Area to support the children's learning.

Monitoring and Evaluation

As part of the school's on-going monitoring and evaluation of learning, work samples and book scrutiny will be used to monitor the consistency and impact of this policy.

Marking and Feedback Codes

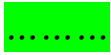
✓ Correct



Incorrect KS2



Incorrect KSI



Good writing (Good to be Green)



Always remember to/area to improve (Pink to Think)



New paragraph needed



You have left something out



Spelling mistake - correct spelling above mistake



Good effort = 1 Smiley



Objective (WALT) / Remember To not achieved



Objective (WALT) / Remember To almost achieved



Objective (WALT) / Remember To achieved



Next Step KS2



Next Step KSI



Peer Assessed learning



Self Assessed learning



With Support from an adult
















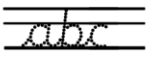
Supply Teacher

Examples of effective marking and use of Feedback Grids and Next Steps Tasks

3rd February 2016

Traditional Stories

Once upon a time there were three bears. They lived
wood
in a dark wood full of animals.

Learning Objective / We Are Learning To (WALT)							Stage 2	
Write a beginning to a traditional story								
Green Remember To							Self	Teacher
1. Use traditional story language								
2. Introduce the characters in your story								
3. Describe the setting of your story								
4. Use new exciting adjectives								
Red Always Remember To								
Use capital letters	Use . ? !	Leave finger spaces	Write on the line	Sound out words	Make good word choices	Read your sentences back	Use joined up handwriting	
A _B C	●							

● Well done, a very imaginative beginning to your story.

Ⓝ Write your last sentence again to improve the way you describe the animals. Think about using an adjective.

They lived in a dark wood full of dangerous creatures.



Wow! What a fantastic sentence.



Marking and Feedback Policy

3/2/2016

Subtraction

$$\begin{array}{r} 36 \\ - 15 \\ \hline 21 \end{array} \quad \checkmark$$

$$\begin{array}{r} 48 \\ - 34 \\ \hline 14 \end{array} \quad \checkmark$$

$$\begin{array}{r}
 54 \\
 - 25 \\
 \hline
 31
 \end{array}$$



NS Correct the question I have highlighted in pink. and then try this problem. $234 - 45$.

$$\begin{array}{r}
 41 \\
 54 \\
 - 25 \\
 \hline
 29 \quad \checkmark
 \end{array}$$

$$\begin{array}{r}
 1,121 \\
 234 \\
 - 45 \\
 \hline
 189 \quad \checkmark
 \end{array}$$



Well done, a great effort.