



**C**aring **A**chieving **R**espectful **E**xciting

# Marking and Feedback Policy

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**Link Governor:** C Sayers

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

Policy Reviewed      Signed: C Sayers      Date: 07.06.18

Policy Reviewed      Signed: C Sayers      Date: 07.07.18

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Policy Reviewed      Signed:

### 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**.






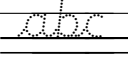
### English Marking and Feedback






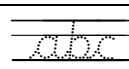
- ☑ **All children's work should be 'light marked'.**
  - ☑ Exploratory and preparation work should be evidenced in English books. This includes work at word level (**vocabulary and language**), sentence level (**grammar**) and **text maps/plans**. **This is important as it charts the process and progress 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:

## Marking and Feedback Policy

| Learning Objective / We Are Learning To (WALT) |                |   |   |   |   |  | Stage 1   |
|--|----------------|---|---|---|---|--|---|
| 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 <sub>B</sub> 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 |
|---|--|-------------------------------------|---------------------------------------|---------------------------|--|---|

| 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.



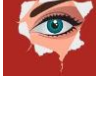
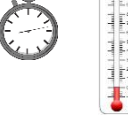




## Marking and Feedback Policy

### 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

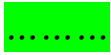
✓ Correct



Incorrect KS2



Incorrect KS1



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 KS1



Peer Assessed learning



Self Assessed learning



With Support from an adult
















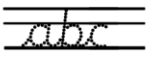
Supply Teacher

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

3<sup>rd</sup> 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 <sub>B</sub> 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

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3/2/2016

*Subtraction*

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

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

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

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

41 54  
 - 25  
 29 ✓

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

Well done, a great effort.