

Stoke Damerel Primary Academy

Marking and Feedback Policy



'The most powerful single moderator that enhances achievement is feedback' John Hattie

'...the impact of feedback is 124 times more cost effective than reducing class sizes' Higgins/Sutton Trust Report

Updated - September 2021

What is the purpose of the policy?

As an academy, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. At Stoke Damerel Primary Academy, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- ❑ respond to individual learning needs: via written comments in books and feedback from the teacher;
- ❑ be manageable for teachers and accessible to children;
- ❑ relate to the learning intention and success criteria / comment on previous attainment within the context of the learning objective / curricular target;
- ❑ give recognition and praise for achievement and clear strategies for improvement;
- ❑ allow specific time for children to read, reflect and respond to marking;
- ❑ inform future planning and target setting;
- ❑ use consistent codes across the school;
- ❑ ultimately be seen by children as a positive approach to improving their learning.

Verbal Feedback

The more immediate the feedback, the more impact it will have on children's learning. Verbal feedback and dialogue will be provided to children by the class teacher. It may be given to the whole class or more specific children, whilst others complete different work.

How do we mark children's work?

Children's work needs to be marked in a colour that can be clearly seen. At Stoke Damerel all marking is in green pen.

English Feedback, Marking and Assessment

English work should identify key corrections for the pupil to then go back and edit according to this. This should occur during time planned in the lesson to respond to marking.

These developments should be linked to the specific year group objectives with a focus on the following aspects:

- Reading Comprehension
- Read Write Inc.
- Grammar
- Punctuation
- Spelling
- Sentence Structure
- Exciting Vocabulary
- Paragraph

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

Not all pieces of work can be marked in depth. Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention and success criteria. All teachers should aim to mark in depth using the children's target cards and genre success criteria for pieces of extended writing. This needs to take into account the age and stage of the children; as a minimum, it is expected that this will take place once a fortnight.

Teacher Feedback, Marking and Assessment

All English, Science and Topic work should be marked with the system below. Every pupil should have their Learning Intention in their books (see below for the expected format). Marking carried out by an HLTA or TA should be initialled next to the Learning Intention.

In Reading and IPC, the key skills should be noted within the marking and feedback.

Writing:

Monday 23rd September 2021

LI: To include persuasive features in my writing

- Write in first person
- Organise my writing appropriately
- Use rhetorical questions in my writing
- Use emotive language in my writing

(Caroline and Fiona to put LI example for reading and IPC)

Success criteria should be highlighted following this system:

Pink – Positive. The adult should highlight in pink the learning intention and/or success criteria which have been met. In EYFS and KS1 the symbols should be used when marking in depth to support pupils' independence.

Yellow – You need to think. The adult should identify a next step in learning. Success criteria should be highlighted if they have not been met. In EYFS and KS1 the marking symbols should be used to indicate these next steps. Teachers should also use yellow to correct pupil's learning e.g. spelling.

(Natalie and Fiona – find two examples and copy into policy)

Purple – Improvement. The pupils should be allocated time to respond to marking during the lesson to take on board feedback and respond to it. This may be through editing their learning or by answering a teacher question. This may be addressed in a subsequent lesson.

What is In Depth Marking of writing?

This is used when a child has done a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the success criteria and improvement needs.

When In Depth Marking teachers:

1. Read the entire piece of work.
2. Highlight examples of where the child has met the genre success criteria in pink.
3. Highlight examples of where the children have met their personal target in pink with a circled T and note the date on the target card.
4. Children need to have shown three dated examples of achieving their target to be able to achieve it.
5. Highlight an aspect of the work which needs to be improved in yellow.
6. Provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

- ❑ A **reminder** prompt (eg ‘ What else could you say about the prince’s clothes?’);
- ❑ A **scaffolded** prompt (eg. ‘ What was the monster doing?’, ‘ The monster was so angry that he...’)

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in depth, time is planned in a future lesson for children to read and write a focused improvement based on the improvement suggestion.

Teachers model this process to the children at the beginning of each year so that they are clear what the different coloured markings on their books means and what is expected of them when they respond. Targets are communicated to the children through pupil conferencing.

What about correcting spelling, punctuation and grammar?


When children have completed a task, teachers ask them to check for things that *they know are wrong* in their work when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking them up.

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where punctuation, grammar or spelling is a year group objective then children will be expected to meet their current target and meet previous targets: eg. when an adult feels that a child can correct a spelling he or she will highlight in yellow the part of the word the child has spelt incorrectly in order for them to correct it. For key year group objectives words spelled incorrectly, highlighted up to three in yellow and allow children time to copy the spelling correctly next to three bullet points. All response marking should be acknowledged with a tick.

Spelling, punctuation and grammar errors should be corrected and responded to, in all subject areas.

Children are given feedback about the elements that the teacher has asked them to pay attention to or is currently a target. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning objectives.

EYFS and Key Stage 1 and Key Stage 2 marking symbols

Capital letters	C
Spelling	Highlight in yellow – 3 bullet points to practise the spelling
Finger space	

Full stop	.
Something is missing	^
Punctuation	P

Maths Feedback, Marking and Assessment

Every pupil should have their Learning Intentions in their books as below:

20.02.21

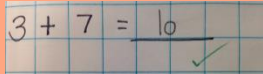
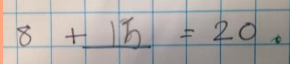
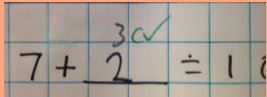
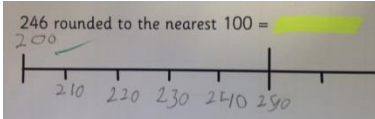
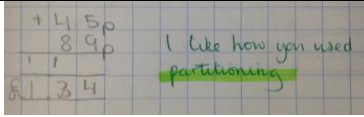
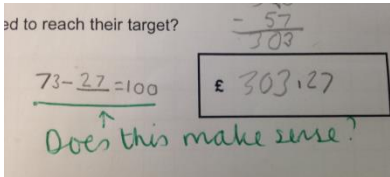
LI: To investigate and represent thousandths

- Represent thousandths using concrete apparatus
- Represent thousandths in writing
- Identify the place value of each digit
- Relate thousandths to tenths and hundredths

Success criteria should be used where they support the learning.

All calculations should be marked correct or incorrect, using green ticks or dots. In every lesson, the learning intention/success criteria should then highlighted pink (where they have been achieved) highlighted yellow if not.

Effective marking of mathematics is expected. Effective marking provides timely, useful feedback to children and can clarify learning or move learning on.

Criteria	Marking	Example
Correct answer.	Tick with green pen.	
Incorrect answer.	Dot with green pen.	
Incorrect answer that has been corrected by the child.	Tick with a C around it. Green pen.	
Area for improvement for child to address.*	Yellow highlighter (be specific).	
Area of excellence.* (possibly something the child has developed in this lesson)	Pink highlighter (be specific).	
Question to assess a child's understanding or to clarify something with them.	Green pen, clear handwriting.	

* Don't highlight too many – just a select one/two that children can improve/reflect on.

Time must be provided for children to make corrections to their learning either within the lesson or from the previous day. This could be individual response to marking time or form part of your maths lesson.

Within the EYFS, marking is an individualised process whereby pupils are given immediate feedback which they then respond to as part of the lesson. These next steps will be evidenced in writing by the teacher.

How do children evaluate their own learning?

At the end of lessons, children are asked to assess how they think they have achieved during the lesson. They identify how they feel they have met the learning intention; this will be carried out through verbal, physical or written evidence: eg – questioning, thumbs up or written responses.

What other styles of marking do teacher's use?

Adult support for learning

This is used particularly in KS1 but also in KS2 when there has been a large amount of adult input in the lesson or where oral feedback was given.

Letters to show how the task was completed:

G = guided work with adult. **S** = Supported with task by adult.

I = Independent work (child continues independently in a supported/guided group)

*I should only be used when a child has gone from working with adult support to independent work within the session. This is indicated with one I written next to the place the child started working independently.

Self marking

Older children are sometimes encouraged to self-evaluate by identifying their own successes using a purple pen and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning.

Shared Marking

Teachers sometimes use one piece of work from an unnamed child to mark as a class, on the interactive white board. This enables the teacher to model the marking process and teaches particular points at the same time.

Paired Marking

In Key Stage 2, children sometimes mark written work in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Children should point out things that they can see their partner has used well and then suggest a way to improve the piece. A 3:1 success to improvement ratio should be followed to avoid over criticism.
4. Pairings should be carefully selected e.g. ability based, of two middle, two brighter or one middle and one lower together.
5. Encourage a dialogue between the children rather than one child being the 'teacher'.
6. Children mark using their purple pen.

How do teachers in the Foundation Stage mark children's work?

In Foundation, the teachers focus on giving oral feedback to the children but may write a comment with the child. Staff also write comments on the work as part of the process of gathering information for the Foundation Stage Profile.

How will this policy be monitored and evaluated?

The Leadership Team will monitor books and talk to children about their work based on the Consistency Standards for each subject. Feedback and support is then provided to staff.