



MARKING AND FEEDBACK POLICY

September 2019

_____ Chair of Governors _____ Date

_____ Head teacher _____ Date

REVIEW DATE: September 2020

Teacher Marking and Feedback – General Principles for Maths and Literacy (Writing)

Each piece of work a pupil produces will be marked/assessed either by an adult (teacher/TA) or a child (through peer- or self-assessment).

Teachers will tick against the WALT to indicate a child's level of overall understanding (two ticks – secure, one tick – some understanding, and a dot where there is little or no understanding) as well as highlight some simple errors which children correct in green pen (see specific guidance for English and Maths).

Wherever appropriate, but on at least two occasions each week, pupils will receive more detailed written feedback in Literacy (Writing) and Maths with Next Steps (NS) tasks which pupils will need to respond to in green pen (including able KS1 pupils) These tasks can be:

- an extension type challenge (for those who have confidently met the WALT),
- a consolidation activity (for those who need more practice)
- a support/scaffolded exercise (for those who have experienced difficulty)

- Next step tasks can be either written in books or displayed on IWBs with guidance on which task they should attempt.
- Most pupils in KS1, unless they are reading to a confident level, will need to be guided through NS tasks with the support of an adult. Simple symbols can also be used to feed back in KS1, particularly in English, where NS tasks are likely to focus on improving SPAG related skills

When giving detailed written feedback, teachers must first highlight positive aspects of a child's work and comment on what they have done well in relation to the success criteria. In English, for example, this could involve identifying particular features which a pupil has included in their writing. Teachers should either tick or highlight in blue pen the where particular success criteria have been evidenced in a piece of work (e.g. particular words or phrases).

During lessons, teachers or additional adults will give verbal feedback to pupils about what they need to do to improve. Evidence of this can be recorded in the margin using the symbol **VF** with a short comment about what was said.

Teachers should supplement written feedback with additional comments and symbols to indicate specific support or resources a pupil may have utilised in order to achieve the WALT (See symbol checklist).

Year 1 children will be introduced to the marking strategy when they are ready – usually the most able children will be the first to edit their work in green pen, respond to highlighting and next steps comments, and read written feedback. Children’s work will be marked in a way appropriate to their age and stage. The expectation is that the majority of children will be ready to respond to the marking strategy in full when they start Year 2.

Teacher Marking and Feedback - Specific to Literacy (Writing)

Teachers will highlight basic SPAG related errors on a daily basis in pupils’ writing using a yellow highlighter (errors which a child should easily be able to correct themselves).

- For spelling or phonic mistakes, the word will be underlined in yellow and the child will be expected to correct their mistake when they revisit their work. Teachers may need to provide a way for the child to find the correct spelling, such as a word mat, sound mat, dictionary or word bank. For some children a short list of words at the bottom of the page to find and correct will be appropriate.
- If a child has missed out a word, teachers should use ^ symbol (with the yellow highlighter) where the missing word should go.
- For older or more able children who have made other punctuation and grammatical errors, a yellow line will be drawn just inside the margin next to the line where the mistake has occurred. An appropriate symbol (see guidance on symbols) will be included within the margin to give guidance to the child on what they need to do to correct their error.
- Children will complete these corrections in green pen and teachers must acknowledge the corrections with a tick or comment.

Where children are required to rewrite a significant piece of text in order to improve it against specific success criteria or targets, teachers will highlight this text with an orange highlighter (an orange line can be drawn around the outside of the text or in the margin). Children will then attempt to rewrite and improve their work using green pen.

Marking Write on Target (WOT) work

WOT tasks are done weekly or fortnightly and are assessed against children’s targets. They do not have WALTs or Success Criteria. It is not necessary to mark WOT tasks except to highlight in blue where children have met their targets. Writing target cards should then be dated.

Teacher Marking and Feedback - Specific to Maths

A tick used to indicate a correct answer.

A dot should be used to indicate an incorrect answer.

Teachers can circle or highlight specific numbers within an answer to help children identify where they went wrong and make the appropriate correction.

Children will attempt to correct their mistakes using green pen.

Peer and Self Assessment

Pupil will comment on their own learning (self-assessment) or give feedback to another child (peer assessment), highlighting what they did well and what they could improve upon in relation to the WALT and success criteria. This is the expectation for the majority of pupils in KS2 and able pupils in KS1.

Children will initial their comments following a self or peer assessment.

They will complete self and peer assessments in green pen.

English

Pupils can underline/highlight words or phrases which show evidence that they have met particular success criteria. They can also make general comments about what they or another child have done well, what they found difficult or what they could do to improve (Next Step) using the NS symbol, posing questions for peers to answer.

Maths

Pupils can mark their own work or that of other pupils by ticking correct answers or putting a dot next to those that are incorrect (Calculators can be used to support this). If self-assessing, pupils could explain what they found difficult, particular strategies they used or their reasoning behind a certain approach they adopted to solve a problem. If peer assessing, pupils could set NS challenge questions for peers to answer.

Symbol checklist

I	Independent	TS	Teacher Support
TA	Adult Support	VF	Verbal Feedback
NS	Next Step		

SPAG Symbols

- S Spelling mistake
- P Missing or incorrect punctuation (if necessary followed by . , ? ! “ ” ‘ ’ CL)
- G Grammatical error (general)
- T** Incorrect tense
- ^ Missing word in sentence

Teachers mark in blue pen in letter join

Additional adults mark in purple pen in letter join

Pupils mark in green pen in letter join (where appropriate)

Teacher Marking and Feedback – Other Subjects including Reading Journals

Reading Journals (Years 2-6)

Each piece of work a pupil produces will be marked/assessed either by an adult (teacher/TA) or a child (through peer or self-assessment).

Teachers will tick against the WALT to indicate a child's level of overall understanding (two ticks – secure, one tick – some understanding, and a dot where there is little or no understanding).

Where children have answered questions (e.g. within a comprehension exercise), teachers will tick those answers which are correct and put a dot next to those which are incorrect.

Teachers are not expected to highlight SPAG errors or provide detailed feedback which children are expected to respond to.

The purpose of marking of reading journals is to provide teachers with assessment information about a pupil's reading skills, knowledge and understanding in relation to national curriculum expectations.

Science, Humanities and RE

Each piece of work a pupil produces will be marked/assessed either by an adult (teacher/TA) or a child (through peer or self assessment).

Teachers will tick against the WALT to indicate a child's level of overall understanding (two ticks – secure, one tick – some understanding, and a dot where there is little or no understanding).

'Every Time Writing' Stamps

In Science, Humanities RE and PSHE, teachers are expected to use 'Every Time Writing' stamps to indicate whether a child has used age appropriate writing skills in longer pieces of written work. If a child has produced a piece of writing of a high standard (with evidence that fundamental writing skills are well embedded) then a blue (excellent) stamp should be used. Where a child has made a number of fundamental errors (particularly in relation to spelling and punctuation) then a green (check for mistakes) stamp should be used. Next to or inside the green stamp should be a word or symbol which indicates what type of errors they have made. A child should then review their work and correct any mistakes (in green pen) that have been highlighted in yellow.

Monitoring

SLT and subject leaders regularly carry out book scrutinies to ensure that marking is consistent across the school. Students, NQTs or any teachers new to the profession or to the school are supported intensively until they are able to mark to the school's expectations.