

John Perry Primary School



Marking and Feedback Policy

Date: November 2020

Review Date: November 2022

Marking and Feedback policy

The Purpose of the Policy

Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice about their future learning.

Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.

Regular marking ensures teachers know the individual needs and abilities within the class and are confident of providing next steps in learning, which will help to raise standards.

The purpose of this policy is to make explicit how teaching staff give children verbal feedback and written feedback at John Perry, so that it is consistent across the school. All members of staff are expected to be familiar with the policy and to apply it consistently.

Objectives for Feedback and Marking

- To tell children what they have done well and to celebrate their achievements
- To provide clear next steps, either verbally or in written form, about how to improve
- To diagnose and challenge misunderstandings and misconceptions
- To inform future planning
- To inform parents/carers, SLT, teachers, Governors and others involved in the school, e.g. Consultants and OFSTED inspectors
- To use target setting to drive progress.

Key Principles to marking and feedback:

Marking and feedback should:

- Be manageable for teachers and accessible to children
- Relate directly to the Learning Intention and Success Criteria
- Give recognition and praise for achievement
- Provide clear advice and strategies for improvement and next learning steps
- Involve all adults working with the children in the classroom
- Allow specific time for children to read, reflect and respond to marking
- Respond to individual learning needs e.g. marking face to face or using symbols instead of words where appropriate
- Inform future planning and group target setting
- Use consistent codes within John Perry Primary School
- Show children that their learning is valued and purposeful
- Ultimately be seen by children as a positive approach to celebrate their achievements and improve their learning.

Verbal Feedback:

Verbal feedback is extremely important and should be ongoing throughout lessons. It is important for all children to have verbal feedback from adults.

All children need verbal feedback, but this is particularly important in the early years and key Stage 1 where children may be unable to respond to a written comment.

The adult giving feedback should record that verbal feedback has been given with the code VF and include a short summary of what was discussed. With older children, this summary could be written by the child.

Non-negotiable procedures and minimum expectations for Marking:

Children are expected to record work in English and Maths books at least three times per week and for every Topic lesson (inc. Science and RE). Worksheets are to be trimmed and stuck neatly on the children's books.

All pupils' work is to be at least 'light' marked by teachers with a tick and adult's initials.

Learning Support Assistants tick and initial work as well as writing (LSA) next to initial and indicate whether child has been supported (S) or worked independently (I).

Marking and feedback should relate directly to the LI and SC.

All marking by adult is to be carried out using a blue pen.

Successes should be highlighted in yellow. Mistakes or areas for development should be highlighted in blue. Please note not all successes and all mistakes need to be highlighted, but only a small sample.


All marking is to be done in clear legible handwriting aligned to the school handwriting script.

The KS1 and KS2 marking codes are to be followed in all cases (see Appendix 1). These should be stuck inside the front cover of all exercise books.

Children edit work, redraft or respond to teacher's marking using a green pen.

Basic skills:

All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point.

- Incorrect spellings may not always be corrected. The words that are identified are more common words, which we would like the child to focus on. A maximum of 3 spellings for each piece of work will be underlined (unless there is a direct link with the learning intention) and the appropriate marking codes ( in KS1 or SP in KS2) will be written in the margin. Those three words will be written by the teacher at the bottom of the child's work or in the margin. Children will then copy each word three times. Incorrect spellings must be corrected in every subject (not just in English).
- Not all incorrect or missing punctuation will be corrected. This will be indicated by using the marking codes (see Appendix 1).
- Number and letter formation – up to a maximum of 3 numbers or letters for each piece of work will be underlined. Those three numbers or letters will be written by the teacher at the bottom of the child's work or in the margin. Children will then copy each number or letter three times. Incorrect number and letter formation must be corrected in every subject (not just in English).

Frequency of Marking:

- **English and Maths:**

Each piece of learning needs to be at least 'light' marked and initialled using a blue pen. Spellings, punctuation and number/letter formation have to be corrected in all books as

indicated above. All pupils should have at least one piece of work marked in depth by their teacher per week. Marking should always relate to the learning intention or the success criteria, identify one specific success and include one 'next step' for the child. This may be given using different types of prompts depending on the task involved and the ability of the child. Examples of these are:

- open comments
- closed questions
- open questions
- with a scaffold
- without a scaffold
- involving reasoning or explaining
- moving onto the next skill up
- applying the different skill in a different context
- consolidating a new skill

See Appendixes 2 and 3 for specific examples of feedback prompts requesting response.

□ **Science and Topic subjects:** Each piece of learning needs to be at least 'light' marked and initialled using a blue pen. Spellings and punctuation have to be corrected in all books as indicated above. Two pieces of learning per half term are to be marked with one comment celebrating an achievement and a next step comment or a question which is related to the topic learning.

Supply cover:

Agency supply teachers will be provided with a summary of the key points from this Marking and Feedback policy. Any work taught by a supply teacher should be initialled and acknowledged with an ST.

Frequency of Marking:

English and Maths books must be marked during or after each lesson in order to inform next steps. All other subjects should take place soon after the work has been completed and before the next lesson.

Responding to Marking:

In order for the marking to be purposeful and effective, the teacher's comments must be used and acted on by the children. We allow time at the beginning of each lesson for the children to read and respond to any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's learning. Children's responses must be evident in their work and in all subjects. If the child's response to marking is incorrect and further improvement needs to be made, this will be indicated by writing a question mark (?) next to the child's response.

Marking and Feedback in the Early Years Foundation Stage (EYFS):

Please refer to Early Years policies for details on marking and feedback in EYFS.

Peer and Self Marking:

All children should be encouraged, where appropriate, to self-evaluate and to check their learning against the lesson's learning intention and success criteria, identifying what they have succeeded in and what they need to do to improve further.

In KS1, children may use smiley faces as an alternative method.

Children should be encouraged to mark learning in pairs. The following points are important:

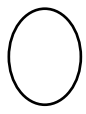
- Children need to be trained to do this through modelling with the whole class, watching paired marking in action. It is important that children understand that the marking has to address the learning, focus on the positives and needs to move away from simple comments such as 'good' or 'ok'. Teachers need to verbalise and demonstrate in front of the children the kind of comments they should write in their peers' books.
- Peer assessment posters with prompts for children to use when peer-assessing are displayed in all classrooms (Year 1 to Year 6). Teachers must model how to identify a success and an area for improvement and how to use the sentence prompts to write comments neatly in books using a green pen.
- Ground rules should be adhered to (for instance, size of the ticks, dots next to incorrect answer, etc)

Teachers should be conscious of checking the quality of peer/self-marking made by the children and address those areas which require further development.

Monitoring of Marking

Children's books will be monitored regularly and individual feedback will be provided by Senior Leaders, Phase Group leaders and Subject leaders as part of their monitoring role.

EYFS MARKING CODES



Capital letter



Finger space



Full stop

VF Verbal feedback

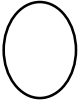



Abbreviations

I = Independent work

S = Supported by an adult

NS = Next step

Appendix 1 Marking Codes KS1 MARKING CODES

a	
	Capital letter
	Finger space
	Full stop
	Spelling mistake (<i>in the margin</i>)
()	Wrong word used
^	Missing word
XXX	Achievement
XXX	Look closer (<i>correction or next step</i>)
✓	Correct answer
●	Incorrect answer
VF	Verbal feedback (<i>followed by brief explanation</i>)
I	Worked independently
S	Supported by an adult
?	Check response to marking

KS2 MARKING CODES



Missing/Incorrect punctuation

SP

Spelling mistake (*in the margin*)

PA

Peer assessment

SA

Self assessment

^

Missing word

XXX

Achievement

XXX

Look closer (*correction or next step*)

//

New paragraph needed ✓

Correct answer



Incorrect answer

VF

Verbal feedback (*followed by brief explanation*)

I

Worked independently

S

Supported by an adult

?

Check response to marking

Appendix 2 Examples of feedback prompts requesting response

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
	if the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: e.g. $12 + 16 = 6$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?
	What are the ... of ... ? What are the factors of 42?

<p>Please write another ... connective/sentence that shows me how the caterpillar moved.</p>	<p>What is another ... method that might have worked?</p>
<p>Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.</p>	<p>Show me how you think this will work with ...other numbers/3 digit numbers?</p>
<p>Verbal: Please talk me through what you have done so far.</p>	<p>Verbal: Please talk me through what you have done so far.</p>
<p>Show me how you could write it with ... adverbials, connectives, punctuation?</p>	<p>Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?</p>
<p>What would happen if...?</p>	<p>What would happen if...? e.g. What would happen if you started with 52?</p>
<p>What new words today? What do they mean?</p>	<p>What new words today? What do they mean? What maths words also mean...?</p>
	<p>Would it work with different numbers?</p>
<p>What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?</p>	<p>What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?</p>
<p>What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?</p>	<p>What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?</p>

(after David Hibbert 2013)

Appendix 3 QUESTIONS TO DEVELOP MATHEMATICAL THINKING

When marking Maths work, some questions and prompts help children make sense of mathematics. Use these examples to make your children reason about their work and their skills:

- Can you explain what you have learnt?
- How did you know the answer couldn't be...?
- What would make you more confident at using this method? (*For instance, if children don't understand the effect of multiplying a number by 10, 100 or 1000, they will struggle with the grid method for multiplication; if children don't know their number bonds to 10 or 20, this will stop them from developing their addition skills...*)
- What have we been working on that might help you with this problem
- Can you of a different way that this could be done?
- What would happen if...?
- Write a new problem that is different in some ways but the same in others.
- Would you like to change your answer? Why? Why not?
- How does this relate to...? (*for instance, division to multiplication*)
- How does this relate to what we did in Science last week?
- Is there another way to make...?
- How else could you have...?
- Why did you...?
- How did you...?
- What questions arose as you worked it out?
- What was the most challenging part of the task? Why?
- How does knowing XXXXX helps you to answer questions $1/2/3$?
- When do you use this maths at home? At school? In other places?
- What else would you like to find out about...?
- How did you know where to...? (*for instance, write the digit X when dividing by 100*)
- How did you solve the problem?
- How are adding and multiplying the same?
- How do you know your answer is reasonable?
- What steps in the process are you most confident/least confident about?
- What does (a symbol, diagram) mean to you?
- How could you prove that...?
- Why was it useful to use (diagrams, pictures, symbols, rulers, etc)?

- Is this always true, sometimes true or never true?

Encourage pupils to:			
REFLECT	REASON		
		RETELL	APPLY
CONNECT	PREDICT	EVALUATE	EXPLAIN

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Addendum to Marking and Feedback Policy

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Marking and Feedback Policy 2020 – Covid19 Addendum

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The adult giving feedback should record that verbal feedback has been given with the code VF and include a short summary of what was discussed. With older children, this summary could be written by the child.

Non-negotiable procedures and minimum expectations for Marking: Here are the minimum expectations for children to record work on books:

- Reading books: at least twice a week
- Writing and Maths books: at least three times a week
- PSHE: every fortnight
- Other subjects (Science, Humanities, RE, etc): every week

Worksheets are to be trimmed and stuck neatly on the children's books.

All pupils' work is to be at least 'light' marked by teachers with a tick and adult's initials.

Learning Support Assistants tick and initial work as well as writing (LSA) next to initial and indicate whether child has been supported (S) or worked independently (I).

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Frequency of Marking:

These are the minimum expectations regarding written feedback in books:

- **Reading, Writing and Maths:**

Each piece of learning needs to be at least 'light' marked and initialled using a blue pen. Spellings, punctuation and number/letter formation have to be corrected in all books as indicated above. All pupils should have at least one piece of work marked in depth by their teacher per week. Marking should always relate to the learning intention or the success

criteria, identify one specific success and include one 'next step' for the child. This may be given using different types of prompts depending on the task involved and the ability of the child. Examples of these are:

- open comments
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- open questions
- with a scaffold
- without a scaffold
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- moving onto the next skill up
- applying the different skill in a different context
- consolidating a new skill

See Appendixes 2 and 3 for specific examples of feedback prompts requesting response.

□ Other subjects:

For the duration of the Covid19 pandemic, teachers are to light-mark and initial each piece of learning using a blue pen every week. Spellings and punctuation have to be corrected in all books as indicated above. No deep-marking is required.

As much as possible, feedback - whether verbal or written - should be given to individuals or groups of children during the lesson. This way, children are made aware of successes and ways to improve their work in real time. Also, this will help reduce the time that teaching staff spend marking books in school.

Supply cover:

Agency supply teachers will be provided with a summary of the key points from this Marking and Feedback policy. Any work taught by a supply teacher should be initialled and acknowledged with an ST.

All other subjects should take place soon after the work has been completed and before the next lesson.

Responding to Marking:

In order for the marking to be purposeful and effective, the teacher's comments must be used and acted on by the children. We allow time at the beginning of each lesson for the children to read and respond to any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's learning.

Children's responses must be evident in their work and in all subjects. If the child's response to marking is incorrect and further improvement needs to be made, this will be indicated by writing a question mark (?) next to the child's response.

Marking and Feedback in the Early Years Foundation Stage (EYFS):

Please refer to Early Years policies for details on marking and feedback in EYFS.

Peer and Self Marking:

All children should be encouraged, where appropriate, to self-evaluate and to check their learning against the lesson's learning intention and success criteria, identifying what they have succeeded in and what they need to do to improve further.

In KS1, children may use smiley faces as an alternative method.

Children should be encouraged to mark learning in pairs. The following points are important:

- Children need to be trained to do this through modelling with the whole class, watching paired marking in action. It is important that children understand that the marking has to address the learning, focus on the positives and needs to move away from simple comments such as 'good' or 'ok'. Teachers need to verbalise and demonstrate in front of the children the kind of comments they should write in their peers' books.
- Peer assessment posters with prompts for children to use when peer-assessing are displayed in all classrooms (Year 1 to Year 6). Teachers must model how to identify a success and an area for improvement and how to use the sentence prompts to write comments neatly in books using a green pen.
- Ground rules should be adhered to (for instance, size of the ticks, dots next to incorrect answer, etc)

Teachers should be conscious of checking the quality of peer/self-marking made by the children and address those areas which require further development.

Monitoring of Marking

Children's books will be monitored regularly and individual feedback will be provided by Senior Leaders, Phase Group leaders and Subject leaders as part of their monitoring role.