



MARKING AND FEEDBACK POLICY

Our mission statement: 'Valuing Potential, Creating Opportunities'

This policy to be read in conjunction with Assessment for Learning Policy, Equal Opportunities Policy, SEND Policy, Teaching and Learning Policy

POLICY REVIEW

This procedure has been agreed by the staff and Governors and will be reviewed in line with the school's cycle of review.

DATE OF POLICY	July 2021	DATE OF NEXT REVIEW	July 2023
MONITORED BY	SENIOR LEADERSHIP TEAM	PUPIL PROGRESS COMMITTEE	

VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

RATIONALE

At Hartsbourne Primary school we believe that marking is about responding appropriately to children's work and providing constructive steps for every pupil to ensure progress. Feedback will focus on success and improvement needs against learning objectives and success criteria, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. At Hartsbourne this is also called 'Developmental Marking.'

KEY PRINCIPLES

At Hartsbourne we believe that all children can succeed and we will actively promote a culture where all learning is celebrated (rather than just performance). Staff will use their professional judgements in a constructive way when working with young learners and from the evidence of the child's performance in all aspects of the curriculum we will ask:

- Is this an appropriate outcome of the lesson?
- Have the lesson objective(s) been met or exceeded?
- What are the targets/next steps for this learner?

High quality marking will:

- Provide feedback; what the pupil has done well and what they need to improve.
- Develop pupil confidence and self esteem.
- Give direction towards the next step(s) in accelerated learning
- Demonstrate continuity in responses throughout the school.
- Provide evidence that learning has been reviewed.
- Help to inform parents, staff and pupils of progress

Pupils will be given regular opportunities to agree the success criteria for a lesson and they will be taught the principles of marking and assessment which they will use for peer and self-assessment.

PRACTICE



Effective marking and feedback is integral to good teaching and learning and by empowering pupils to be actively involved in understanding how they are making progress, it helps to embed and accelerate learning.

Assessment processes (including marking) will be an essential part of **everyday** classroom practice and involve teachers, teaching assistants and learners in reflection, dialogue and decision-making.

Good marking practice:

- Includes verbal support and positive body language.
- Is carried out consistently and at short intervals.
- Will indicate strengths/success and areas for development.
- Shows that pupils' work is valued and provides opportunity for descriptive praise.
- Will inform teacher planning and assessment knowledge.
- Will relate to the intention/objective of the lesson.
- Will include opportunities for peer and/or self-evaluation.
- Ensures there are opportunities for pupils to act on feedback given.
- Teaches pupils to respond to feedback, self-assess and evaluate their learning.

Four types of marking and feedback will be implemented at Hartsbourne:

1. **Verbal Feedback and Intervention:** to prompt deeper thinking, and swiftly address misconceptions during lessons. This includes effective questioning to clarify tasks and enquiry, mini plenaries and mid-lesson adjustments for whole class, small group and 1:1.
2. **'Light'** marking of written work that recognises attainment, progress, success and completion.
3. **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
4. **Self and Peer Assessment** of the attainment and success of a piece of work.

Developmental marking is most effective when a well-crafted prompt/request for response is given and completed. Pupils will be given time to develop this skill from FS to Year 6. This process will look different across each year group, as pupils increase in independence and maturity.

Responding to Marking

By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. These tasks must be brief and focused on improving learning. (For example: 'Re-draw this shape using a ruler for accuracy', rather than 'remember to use a ruler'). Pupils with SEN may need support to enable this. Responses should be made in pen or pencil (as appropriate) and dated if necessary.

Rewards: Praise must be descriptive and specific. Judicious use of house-points, stickers and smiley faces may be used. **(Down-turned and straight-line faces will not be used in books).**

EFFECTIVE FEEDBACK AND NON-NEGOTIABLES

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve. It also forms part of formative assessment, which is essential for accurate planning. Feedback will be given under these headings;

Specific Achievement that identifies aspects of successful attainment and or progress. This will relate directly to the learning objective, teaching points made in the lesson, individual targets set



and/or agreed success criteria.

Specific Improvement identifies where mistakes or misconceptions lie and how work can be improved. (Green for growth).

Specific Extension identifies where further understanding can be explored, to deepen learning and further extend higher order thinking (mastery).

NON-NEGOTIABLE PROCEDURES

All work will be marked using the following principles:

- ✓ **VERBAL FEEDBACK:** VF and adult initials.
- ✓ **LIGHT MARKING (Basic Level):** Traffic Lights against the objective (Red, amber, green) correction of basic (or important) misconceptions, using annotations and symbols, ticks against good learning, brief descriptive praise(see Appendix 2) as appropriate.
- ✓ **DEVELOPMENTAL MARKING:** (One piece in literacy and maths per week) Using the traffic light system against the objective. Green marking for in-depth assessment of the learning and an opportunity for pupils to respond to comments.
- ✓ **PEER MARKING:** Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement: What Went Well (WWW) and Even Better if: (EBI).
- ✓ **SELF ASSESSMENT:**

Pupils will traffic light their work against the learning objective accordingly:

Red: 'I find this difficult.'

Amber: 'I can do this but need help to feel confident.'

Green: 'I understand and can do this with confidence.'

- ✓ All marking is to be done in a clear legible hand aligned to the school handwriting script.
- ✓ The marking code is to be taught to children and followed consistently. (See Appendix 1).
- ✓ Feedback comments constructed to require response from pupils must be at an appropriate level of challenge, and pupils must complete such tasks.
- ✓ When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. If a response is required for spelling no more than 3 spelling corrections for a piece of work will be given.

Subject Marking:

Differing subjects may require their own style of marking but where there are clear instances where an answer is either correct or incorrect (for example, numeracy) a tick or a cross can be used.

Spellings and/or grammatical and punctuation errors will be marked using the symbols noted in Appendix 1. Opportunities will be given for pupils to use self-correction and improvement strategies (eg using a dictionary or spell checker, re-reading with work partner, editing).

Marking will also be carried out with an understanding of the child's wider ability in each particular subject. A child's written work, for example, may justifiably contain some minor inaccuracies that are not marked as incorrect.

FREQUENCY OF MARKING

- All pupils' work will be at least light marked by the teacher or support staff. No work should go unmarked.
- Preparation work including text maps, planning and drafts in literacy and jottings, working out and exploration in mathematics, should be collated in pupils' books and clearly dated. This may be in the form of photocopies of white boards or computer print-outs.



- In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded on Tapestry and as the Foundation year progresses directly onto recorded work as appropriate.
- In KS1 and KS2, an average of one piece of literacy and maths will be developmentally marked per week.
- Opportunities for responding to developmental marking must be given. Another adult other than the class teacher may carry out the overseeing of these responses.
- Additional Developmental Marking may also be used as a strategy to support pupils who are in need of acceleration. This may be particularly pertinent to pupils in receipt of the Pupil Premium Grant and be an agent to close gaps in achievement.
- One piece of work from each foundation subject will receive developmental marking per unit or topic according to the professional judgement of the teacher.

Both verbal and written responses to children's work will provide sensitive, constructive feedback and address misconceptions. Parents will be given an opportunity to view all their child's work on open-door days, parent-consultation evening and the annual 'open evening'.

ROLE OF SUPPORTING AND VISITING ADULTS

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done, then it should follow this policy and be under the supervision of the class teacher.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. A précis of this policy will be given to all new supply teachers.

Trainee teachers in school are required to follow this policy as appropriate, however the class teacher is also required to monitor and initial random samples of marking completed by the student to ensure quality assurance.

Adult Responsibilities

It is the responsibility of class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school.

Each subject leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise, the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in PPMs, EHC plans and agreements as appropriate.

It is the responsibility of the SLT to liaise with the Subject Leaders and to feed back to the Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress.

It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

EQUALITY OF OPPORTUNITY, SEND AND INCLUSION



All pupils are entitled to have their work marked in accordance with this policy. Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, supporting pupils to read comments and/or recording verbal feedback and response. Such requirements should be identified in a pupil's support plan as required.



MONITORING AND EVALUATION

Monitoring of the policy will be done through staff discussion, work scrutinies, lesson observations and learning walks led by the Headteacher and SLT as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

The Headteacher will also monitor the impact of developmental marking as part of lesson observations to monitor the quality of teaching and learning in the school. In Foundation Stage this will also include scrutiny of observational assessment and content of Tapestry. This can be triangulated with pupil voice to ascertain how developmental marking supports them in understanding what they need to do to improve their learning and to make progress.

Work scrutinies will be undertaken to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor books and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.



SYMBOLS THAT MAY BE USED TO MARK WRITTEN WORK

AREA OF CORRECTION	SYMBOL
Punctuation missing or incorrect (capital letter, full stop, comma, exclamation/question mark, speech marks, brackets, hyphens) etc.	○ A circle + written guidance (eg fs missing) if necessary FS = full stop, CL = capital letter
Spelling: Minimum: high frequency words for each year group should be corrected (no more than three).	Sp.
Word missing	∧
Line missing or leave a line	→
Finger space (between words) needed	↑
Start a new line	/
Start a new paragraph	//
Write against the margin	←
Different vocabulary/punctuation needed	√ VCOP = vocabulary, connectives, openers, punctuation.
Doesn't make sense	?
Expansion needed/see below	*
Discussion and verbal feedback with pupil	√F + Initials of adult
Type of support given	S = Support given G = Guidance given I = Independent work
Learning Objective: Traffic Light system: Red, amber, green Child/adult uses a coloured dot to evaluate how well the learning objective has been met.	Red: 'I find this difficult.' Amber: 'I can do this but need help to feel confident.' Green: 'I understand and can do this with confidence.'
Next Steps: Share the next step challenges on the board for the child to complete in their book.	NS1, NS2, NS3



APPENDIX 2

DESCRIPTIVE PRAISE

Most praise is evaluative, eg 'well done' 'that's great', 'super' etc. However, the very pupils we try to encourage and motivate with this kind of praise are the ones least likely to believe they are super or wonderful. This kind of praise does NOT help children improve.

Descriptive praise is a technique that consists of noticing and mentioning every tiny step in the right direction:

- Minor improvements in behaviour or learning, or social skills
- Behaviour that is OK or that you take for granted in others
- The absence of negative behaviour.

Descriptive praise can be short, one-sentence response, a bit longer and more specific, or a whole 'speech' that involves repetition for maximum impact. Descriptive praise improves all aspects of behaviour and learning:

Following Instructions:

- You did what I asked you to do, thank you.
- I told everyone to look at the board and you all followed my instructions, you are all ready to learn.
- You co-operated with me without arguing, I appreciate that.
- You weren't sure so you asked a sensible question, which shows you were thinking ahead.

Concentration:

- Your book is open and you are holding a pencil, I can see you are ready to work.
- Although you were late, I can see you haven't wasted any time, you've already started to work.
- You've worked for ten minutes without chatting or stopping that is good concentration.
- You haven't called out for ten minutes and you've been very patient.

Learning

- You've written four sentences and three of them start with a capital; you're beginning to remember the rule!
- Using full stops is becoming a habit!

Misconceptions

- You noticed your own mistake, that's real attention to detail.
- You noticed my mistake and you told me politely. I like that.
- That word has all the right letters but they need to be in a different order.

Presentation

- Every letter is on the line, I can read this easily.
- The date and title are underlined and your letters are an even size.
- Your columns of numbers are so neat I can see all your work is correct.

Helpfulness/Teamwork

- This table has been working quietly for five minutes; excellent teamwork!
- I saw people doing things they didn't want to for the sake of the group.
- Because you ALL cleared up quickly we have time for a game.



Social Skills and Behaviour

- Even though you've finished you're not disturbing anyone, thank you.
- Someone swore at you and you didn't swear back, that's real self-control.
- I am impressed with your optimism today!
- You didn't laugh at someone's mistake; that's real friendship.
- Thank you for looking me in the eye to tell me that.

GENERAL

- Use descriptive praise when you are tempted to criticise.
- People generally only take in only 30% of what they hear so be brief!
- When using descriptive praise, keep the use of pronouns to a minimum (helps speech to sound more important). Say 'That was...' or 'that shows...' rather than 'you are...'.
• Use body language that conveys authority (no casual slouching or sitting on furniture).

QUALITIES TO MENTION DURING DESCRIPTIVE PRAISE

(Use 'that was...' rather than 'you are...')

- Co-operation
- Bravery, courage
- Kindness
- Patience
- Willingness
- Helpfulness
- Thoughtfulness
- Sensible approach/attitude
- Responsible attitude
- Optimism, cheerfulness
- Self-control
- Attention to detail
- Self-reliance
- Problem solving
- Organisation
- Honesty
- Creativity