

The James Oglethorpe Primary School



Marking and Feedback Policy

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Marking & Feedback Policy

How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

Introduction

This policy describes the process of marking and assessment of pupils' written work. Teachers also need to be aware of the importance and value of assessing children through classroom dialogue throughout their time in primary school, but particularly in the Early Years Foundation Stage and Key Stage 1.

Observation and discussion are vital tools in the assessment of all subjects but particularly in Art, Music, Design and Technology and PE.

Intent:

- To recognise, encourage and reward children's effort and achievement, and to celebrate success.
- To provide a dialogue between teacher (or other adult) and child; and clear, appropriate feedback about strengths and areas for development (e.g. Next Steps) in their work.
- To improve a child's confidence in reviewing their own (and others') work and setting future targets, by indicating the 'Next Steps' in learning.
- To indicate how a piece of work could be amended and improved in relation to given 'Success Criteria'.
- To help pupils to develop an awareness of the standards they need to reach in order to achieve end of year age-related expectations.
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.
- To provide evidence of assessments made and help moderate the interpretation of learning objectives and assessment criteria achieved.
- To assist future curriculum planning.

Marking should highlight positive aspects, and be clear and appropriate in its purpose – it needs to be constructive and the outcomes need to be an integral part of planning if it is to impact upon learning. Marking is a means by which positive reinforcement can be displayed or correction of errors can be identified. Work that is left unmarked or not returned, can give pupils the wrong message i.e. the work is of no value, the teacher cannot be bothered to mark the work so why make an effort *or* that the work is satisfactory when this is not the case.

If pupils are to develop as independent learners, with an awareness of their own strengths and targets for development, it is essential that:

- They are made aware of the learning objective, the purpose of the task and the relevant success criteria.
- The learning needs of individual children are catered for, and that the work is pitched and assessed appropriately.
- Pupils have the opportunity for peer and self-assessment and pupils need to develop skills in identifying how to improve their work.
- Pupils' work is marked in such a way that achievement is acknowledged and teaching points are identified.
- Where appropriate, marking and feedback is linked directly to children's individual targets.
- Learning is underpinned by the confidence that every learner can improve.

Wherever possible, marking takes place with the children, e.g. during individual conferences and guided writing groups. Marking should offer guidance as to the extent to which learning objectives and success criteria have been met and it should suggest the next steps children need to take in their learning.

Implementation:

Teacher Marking and Feedback

- All marking by teachers and TAs should be carried out in red pen and by children in blue pen.
- Teachers should explain their objective (L.O.) to the children in suitable terms to enable their understanding of what they are expected to have learnt by the end of the lesson (sometimes this will not be shared at the beginning of the lesson but the children may be asked to identify it for themselves either during or at the end of the lesson).
- By the end of Year 2, the majority of children should be able to write the L.O. in their books and this practice should continue throughout Key Stage 2 (using DUMLUMS). However, the teacher should use his/her discretion depending on the ability of the children; for example, L.O.s written by an adult in KS2 for LA and SEN children (L.O. labels are used in KS1).
- The objective for that lesson should be the main focus for the marking of the work and teachers mark against the LO using 1-3 ticks to signify how well the objective has been met.
- Teachers should include the success criteria in teaching slides in order to direct the learning outcomes and to give children every opportunity to demonstrate their learning.
- Adults should also comment on the non-negotiables; i.e. common exception words and handwriting.

L.O. Learning Objective...

This is used to make explicit the lesson's learning objective(s) and the skills required to all involved in the lesson.

Success Criteria

This identifies the steps to success to achieve the stated objective(s).

Literacy and Foundation Subjects Deep Marking:

- (Highlighted in green highlighter) For their BIG write and for their writing in foundation subjects (**once for one subject every half term**) they should recognise 2 areas of what has been done well against the learning objective and any FFT objective related celebrations.
- Marking in extended writing in foundation subjects should have literacy non-negotiables mentioned, however the green and yellow highlights and next steps should NOT be literacy based.
- (Highlighted in yellow highlighter) What needs improvement - only 1 thing.
- Next steps in the red pen will include how to make the improvement, i.e. 'closing the gap' type questions that relate to the objective for the lesson. The closing the gap question is not required for every lesson. Next steps which are repeated need further action so that these are quickly fixed- use conferencing, focus sessions to work these, especially with the focus children.

OR

- Next step could be to go back and correct misconceptions to consolidate.
- For their Big Write, a success criteria toolkit should be used for pupils to self and peer assess in blue pen. Children mark the number of the SC they have met in the margin of their work and underline a feature of their writing they are proud of (Years 3,4,5 and then Y6 only in Aut term).

- 'Natural' edits should be made in their normal black pen or pencil.
- Pupils should respond to marking in blue pen, this includes edits made post-marking.
- Ticks should be awarded for LO.
- Next steps will either be to **Correct, Consolidate or Challenge**.

Maths Marking should identify:

- Red pen should be used to tick the questions and dot the misconceptions (KS1)
- If the child needs to revisit the question then the dot should be highlighted in yellow to make it clear to the child that you expect it to be corrected in a blue pen.
- Next step comments should be made once a week.

Marking stations:

(Year 2-6 however Year 2 may depend upon developmental stage of the children and certain concepts)

- These can be located at a table labelled 'Mark Station' or mark sheets can be issued out at tables if this fits behaviour within a classroom
- Children mark a specified amount - no more than 5 of the same type- questions in a blue pen using a tick or a dot.
- Children are trained to do this independently and do not need to ask an adult to self- mark
- If the question has been marked with a blue dot then the child needs to discuss this with a peer/adult to unpick what/why they have made the mistake. Evidence needs to be written in the book of this 'unpicking' and not just the right answer given instead.
- Pupils are trained what to do if they are stuck or do not understand the task/ how to resolve incorrect answers e.g. get resources, 3 before me, ask a friend, draw it etc.
- It is advised that no more than 3 pupils mark at a time at a 'Mark Station' to reduce off-task discussions, and mark station answer sheets can be taken to desks.
- Pupils are encouraged to obtain a harder task if they have completed all 5 questions and they are correct.

When should maths marking be carried out?

- Basic marking should be carried out for all pieces of work by the teacher in addition to self or peer assessment. This includes the ticks against the LO and a brief comment if needed.
- For deep marking expectations please see above.
- Work that has been self marked by a pupil is checked for accuracy and acknowledged with a tick or short comment by the adult.

When pupils should respond:

It is essential to allow time for pupils to follow up on marking feedback. If nothing happens after marking, it can give children the impression that they don't have to do anything to improve their learning. Marking should motivate pupils to be independent. Adults need to mark the pupil's response.

- Either during early morning work the following day
or
- The first five minutes of a lesson (following marking that involves closing the gap questions).
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- All children should sometimes be encouraged to self-evaluate and identify their own successes and look for an improvement point. The plenary can then focus on this process as a way of analysing and learning.

- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement.

Reading

- Pupils should self mark questions in blue pen and make corrections in blue
- Teacher marks work and ticks next to date
- The teacher gives verbal feedback where needed with VF code
- Ensure spelling mistakes are corrected with SP code in margin

RWI spelling books

- **pupils self mark in blue pen**
- RWI teacher oversees the self marking and addresses incorrect spellings in the lesson with the pupil in blue pen
- **Teachers do not need to mark these books as marking is done 'live' in the session with the children in their blue pens.**
- Teachers note down from sessions pupils who need more support with spelling and notify RWI leaders.

Example of a success criteria toolkit for Year 2 - 6.

DATE: <u>Wednesday 8th June 2022</u> L.O: <u>To write a diary entry</u>	<u>Self</u>	<u>Teacher</u>
<u>I can always accurately use capital letters and full stops.</u>		
<u>Most of my writing makes sense.</u>		
1. <u>All</u> of the writing is in the past tense.		
2. Features of a diary entry: <ul style="list-style-type: none"> • First person pronouns (I, we, my) • Describe writer's point of view • Written as though speaking to someone • Organise events into paragraphs 		
3. To use at least 3 fronted adverbial openers (Elegantly, bravely, After a while, without a sound)		
4. Use each of these punctuation marks at least once , ! ; ?		
5. Use high level vocabulary and expanded noun phrases in most sentences (regalia, vividly, cherished each moment, hopelessly wrong. <input type="text"/>		
<u>Challenge:</u> To use a complex sentence using a subordinating conjunction (in order that, even though, while, whenever)		

Challenge: From challenge document

https://docs.google.com/document/d/1u68jtpb6d3jifg1jo217XnUteYP_gjWz29mSMg_sDal/edit

How effective is your marking feedback on learning?

Some things to consider:

- Can the child read your comments?
- Can children understand what your marking comments are telling them to do?
- Are comments positive and reflect a growth mindset?
- Do you allow children time to read your marking feedback?
- Do you allow children time to make improvements to their work?
- Have you shared the success criteria for assessment with children so they understand what they are aiming for?
- Have you modelled what a good piece of work looks like?
- Are your comments instructional e.g. **go back and add xyz**

Examples of marking

https://docs.google.com/document/d/1MJ39qMqEQxtIPMCjXGz_yDcKCHYjGU-WMKJ_uJl1y3hg/edit

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal feedback and conferencing.
- Child's voice – direct speech scribed by an adult (in black pen)
- Annotation of work and photographs by staff (in red pen)

Verbal Feedback/conferencing:

Verbal feedback is responding to pupils' learning needs in the moment, and teaching throughout the lesson.

Conferencing is a more in depth conversation whereby pupils are guided to reflect on the successes of their work and their own areas for development. This can be an opportunity for teachers to make a teaching point to move pupils on and to further challenge pupils who need it. Children come away knowing what they need to focus on in their next piece of writing/ work .

Pupils are in control of their learning and can talk about how they have been successful in their work and how they feel they need to improve. Teachers are the facilitators to pupil progress and guide and encourage pupils to reflect on their work using skilled questioning and purposeful feedback. Feedback is timely and given to pupils 'in the moment' to move learning forwards. It should be clear to see in pupil books where pupils have independently reflected upon and edited their work in black pen/pencil, and where they have responded to teacher feedback using their blue pen. Where pupils have responded to adult feedback, pupils have set themselves a target for improvement, and It is clear over time this has been achieved in subsequent pieces- progress is evident. Teachers do not write in pupil books in addition to the conference. Marking of extended pieces should still indicate the 1-3 ticks next to the LO and the NS (Next Step) underneath work to support learning.'

How many times? Once a week (these children will not have any deep marking which is why they respond in blue.

Who? **At least** the 6 children focused on for writing (see PPM)

When could it happen? In lessons or after big writing, during assembly intervention time, as early work.


Writing targets in KS2: Each child will be given a target sheet with around 10 targets in child-friendly language (and examples) which match the end of year expectations for the standard they are working to achieve as well as the non-negotiables of basic punctuation and continuous joined up handwriting. For LA children, you can have as few as 3 targets. Target sheets are to be consistent across the year group for the whole class targets but not for the LA children. These sheets will be stuck onto the inside front covers of their writing books. In conversations, conferencing and marking, direct the child towards a target they have nearly achieved or need to work on. Targets should be practised in all lessons involving writing, not just the writing lessons. Children should be able to talk about their targets. Once a child has consistently shown to have achieved a target independently (in three writing pieces) then that objective will be highlighted green on their target sheet and dated by the class teacher. The child gets moved straight to gold and their achievement is celebrated so that writing becomes achievable and others are motivated to do the same! At least once a half term, review children’s progress against their targets when marking. When a child moves on to a new book, their target sheet gets colour copied and stuck into their new books.



Impact:

As a result of effective written and verbal marking:

- There is a common and consistent approach to marking work across all year groups.
- Children are able to understand and explain what teachers’ marks mean and use them to improve their learning.
- Children can comment on their own and others’ work showing understanding of ways to improve.
- Teachers identify strengths and areas for development and pupils can reflect and evaluate their own progress.
- Children are involved in setting realistic targets for themselves and review achievement of these targets.
- Teachers will use the assessments derived from their marking to inform future planning.
- Progress is evident

Marking Codes

Used	Code	Meaning		
Whole school	Red pen/ ST	Marked by Teacher /Supply teacher		
	Blue pen	Pupil response to marking or response to verbal feedback/ and pupil teacher conference		
	VF	Verbal Feedback (use in maths or foundation subjects)		
	WS	With support		
		LO secure	LO developing	LO emerging

	Green Highlighter (Y1-6)	Highlight against the L.O. or any other symphony related celebration
	Yellow Highlighter (Y1-6)	Not linked to the L.O. but picking up on common misconceptions or errors
	NS	Next Step
	Ab 21/01/16	To indicate pupil absent next to the LO and date (do not start a new page every time)
	Sp (margin) Hapy	Teacher discretion depending upon ability of the child <ul style="list-style-type: none"> Underline the part spelt incorrectly (tricky bit) and write correction on top [up to a maximum of 5 words]. Pupil writes the correct spellings out underneath the work (or) Underline the part spelt incorrectly and pupils have to look up the correct spelling of the word and they write it on top (or) Teacher does not underline the incorrect part of the word and then child must identify which word in the line they have spelt incorrectly.
KS1 and KS2		Correct answer
		Incorrect answer and pupils need to correct in blue if highlighted in yellow
KS2	P (margin)	Any punctuation mistake e.g. capital letter, full stop, commas etc. [up to a maximum of 5 examples]
	//	To indicate new paragraph
	^	To indicate an omission
EYFS and Year 1 only	Black Pen (CV)	Child Voice recorded by the adult
	I	Independent work

Monitoring and Review

- This policy will be monitored through further consultation of staff and through the planned reviews.
- Children's workbooks will be monitored by the SLT, subject leaders and Phase Leaders, with written and verbal feedback given to individual members of staff.
- Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss.
- Subject leaders will monitor subject specific marking as part of their monitoring role.
- Pupils self-mark in blue pen
- Pupils write NS in their book and then complete their next step in blue pen also

