



Barcombe Hamsey Plumpton Skylark Federation

Marking and Feedback Policy

**Reviewed and approved by FGB: 18.11.21
Review: Autumn 2024**

SignedChair of Governors Date

Signed Executive Headteacher Date

The Purpose of the policy

The purpose of this policy is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

The need for a marking policy

It is important that the teaching team (consisting of teachers and teaching assistants) provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

Marking and feedback should:

1. Be manageable for the teaching team and accessible to the children.
2. Relate to the learning intention (WALT) and success criteria.
3. Involve the teaching team working with the children.
4. Give recognition and praise for achievement and clear strategies for improvement.
5. Allow specific time for children to read, reflect and respond to marking where appropriate. This response should be made in purple pen or pencil, 'The Purple Pen(cil) of Progress'.
6. Respond to individual learning needs; taking opportunities to mark face-to-face where appropriate.
7. Inform future planning.
8. Use consistent codes within Key Stages.
9. Ultimately be seen by children as a positive approach to improving their learning.

The effect of marking and feedback on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. Providing effective feedback is challenging.

Research suggests that it should:

- be specific, accurate and clearly linked to the learning/WALT (e.g. "It was good because you..." rather than just "correct").
- compare what a learner is doing right now with what they have done wrong before (e.g. "I can see you were focused on improving X as it is much better than last time's Y...").
- encourage and support further effort (getting a balance between support and challenge) and be given sparingly so that it is meaningful (as too much feedback can stop learners working out what they need to do for themselves).
- provide specific guidance on how to improve and not just tell students when they are wrong.
- be supported with effective professional development for teachers.
- Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from other peers as well as adults

The methodology of marking children's work

Both summative and formative methods of feedback and marking are to be used.

The following are acceptable examples of methods of marking and feedback:

Verbal Feedback/Conferencing

It is important for all children to have verbal feedback from a member of the teaching team from time to time. This dialogue should be motivational and focus upon successes, areas for development and to set targets for future learning.

Conferencing will happen when small groups of children have similar misconceptions or errors in their work. The children will receive verbal feedback and work alongside an adult to work on the specific target or area for improvement.

Any verbal feedback to be indicated in books with the sign 'VF' written alongside any additions or edits children have made in purple pen.

Live marking

This is when teachers spend time within the lesson reviewing pupils learning and giving instant verbal or written feedback depending on the individual child.

Focus groups are to receive live marking every day (in English and Maths). This will be reflected in the quality of the piece of work produced.

Self and peer assessment

Children take responsibility for reviewing and analysing their own work for successes and areas for improvement. Teachers to model and train children to self and peer assess as they progress through the school.

Possible ways this will happen:

- Breaks in the middle of lessons for children to re-focus on the LO of the lesson and self or peer assess work completed so far
- Work shared under visualiser. The teacher/child explains their choices and identifies successes and improvements and the rest of class continue to peer assess (to be done in a positive way with permission of the child)
- Self-assessing against the SC/WALT
- As a summative tool at the end of the lesson for pupils to review their own/their partners work through verbal or written feedback.

Peer assessment partners are to be changed regularly to ensure all children are receiving quality feedback

Marking and feedback given by members of the teaching team other than teachers.

Where a member of the teaching team other than the class teacher has been involved in the child's learning, the work should be initialled and commented on where appropriate, such as when a TA has been working with a small group or an individual. The work should be marked closely to the WALT and success criteria. If a TA has been working with a Reading Group it is expected that they will make relevant comments in their reading records and in the teacher's assessment file.

Quality Marking.

When marking to evaluative, Teachers should focus first and foremost upon the success criteria of the task (WALT). The emphasis should be on both successes against the learning intention and the success criteria and/or the improvement needs of the child. Quality marking will happen at least once a week and/or when children complete lengthy pieces of writing.

When quality-marking teachers could:

1. Read the entire piece of work and tick or dot the SC and WALT to indicate achievements.
2. Give written feedback indicating successes (tickled pink) and a focussed comment which will help the child improve future learning or correct an error (green for growth).
3. Spelling, punctuation and grammar **need not** be marked in every piece of work, but it is expected that repeated issues be addressed.
4. Symbols may be used as shorthand when marking, but if they are, pupils need to be clear about what the symbols represent. Suggested symbols are provided in the appendices. KS1 may use school specific symbols rather than lengthy green comments if children can not read
5. Future work should reflect that previous green for growth comments have been addressed.

Expectations and outcomes for marking

Live marking and conferencing are to be used in conjunction with deep/quality marking.

- Deep/quality marking will take place **at least once a week** and/or when a child has completed a substantial piece of writing. In lower KS1 this might be a record of a conversation the teacher has had with the child. Successes should still be outlined in pink and next steps in green.
- Live marking/verbal feedback will take place **daily** as the teacher/TA works alongside a group of children. This may be accompanied by a small written comment from the adult, if necessary.
- Conferencing is to take place **at least once a week** where the teacher works with a small group to address a misconception or further challenge children. Again, this may be accompanied by a small written comment, if necessary.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise
- Stickers and stamps
- Written annotations, short and narrative observations (written). A record of what the verbal feedback was.
- Annotation and photographs by staff
- Oral dialogue with children about their play, work or special books

Children's response to the comments

When appropriate, children should be given time at the start of a lesson to read and consider the written feedback the teacher has provided. 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.

Children should be encouraged, where appropriate, to respond to the written feedback, either verbally, by writing a reply or by completing a task set by the teacher. This response should be made in purple pen or pencil, The Purple Pen(cil) of Progress.

Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews. Children's workbooks will be monitored by the SLT group and subject 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.

Subject Specific Marking and Feedback

Within certain subjects, aspects of this policy may not apply or require further detail. The following guidance is in addition to the requirements of this policy.

Where WALTs are explicit, marking should be against these and will consist of ticks/stickers/stampers next to the WALT clearly set out in the book (this may be a sticker or piece of paper with the WALT on).

Mathematics

The purpose of marking is primarily diagnostic. It will inform the day to day planning for the teacher. It will communicate to the child whether or not she / he is successful and will act as a motivator. Comments will reflect the stage of mathematical thinking that the child is at and will encourage further development.

*In Mathematics all pieces of work should be marked. Corrections should be clearly identified and children should not rub out wrong answers and put in the correct ones. As in Literacy, detailed marking should take place in Mathematics at least once a week. Dependent on the outcome of their learning, children should be provided with a green for growth comment which could be a challenge or next step. This response should be made in purple pen or pencil, The Purple Pen(cil) of Progress.

Investigative and Practical work

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment. Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method (tickled pink/green for growth). Success criteria self/peer/teacher assessment sheets should be used for these investigative activities.

Literacy

We need to show the children that their writing has a genuine audience, someone who is interested in what she or he has to say and is not reading their work merely to find errors. Children need to feel their writing is valued. Comments can be made verbally or in written form to communicate their message. In the case of very young children, feedback needs to be as immediate as possible. Replying to children's work by sharing our own experience shows that the writing has a reader who is not passive but wants to share the experience and ideas. By making a pupil aware of the needs and responses of the reader, we can show her or him areas which can be developed.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve her / his work; which errors and how many will depend on many factors.

We constantly assess the children's work, establishing their achievements. Pupils should be given the opportunity to self-evaluate each objective using an age appropriate method (tickled

pink/green for growth). For weekly 'Big Writing' sessions, success criteria self/peer/teacher assessment sheets should be used.

Science, RE, Geography, History, DT

Marking should be specific to skills highlighted in the lessons and subsequent follow up work. Pupils should be able to use the comment and advice to further develop their skills. They should be helped to understand the purpose of any comments made. Focused marking or feedback should be related to the objectives of the lesson and not necessarily based upon language and spelling.

ICT

Samples of work used for ICT feedback should be annotated with the ICT WALT rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome. Much of 'marking' in this subject should be oral feedback.

Vocabulary

Where subject specific vocabulary is written, this should be correctly spelt.

PE, Music and Drama

Subjects such as PE, Music, Drama etc., should use oral feedback to support the children's learning and development. This could also include opportunities for the children to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Non-Negotiables when marking

- Marking should be done as soon as possible after a piece of work is finished, or as the work is being completed in the case of live marking, and, in most cases, before the next piece of work is set.
- 'Tickled Pink' and 'Green for Growth' are used to highlight which aspects of the work were done well (tickled) and where the child could improve (growth). This approach can be used against the WALT and the Success Criteria.
- Children should not rub out mistakes in maths, but write out the question again if appropriate and then write the answer.
- Written marking should help the child reflect on their work. It should not consist of isolated words such as 'good', 'lovely' or 'wrong'.

Updated: Stewart James: September 2018

What the marks on your work mean

√ Good or Very Good

_____ Needs improving

^ Insert extra letter, word or information

P Punctuation - you have forgotten to use something

(, ! ? " " : ;)



- Circle incorrect use of capital letter, or where a capital letter is needed.

// New paragraph needed

Sp Spelling mistake - indicate in the margin (word could be underlined) or at the end of the piece of work for higher achieving pupils.

S Work was supported/guided

VF Verbal feedback given.

TV A target has been achieved. (Reference with date should be made on target sheets)

Pink 'Tickled Pink' for meeting a success criteria

Green 'Green for Growth' where a success criteria not met

Purple 'Purple Pen(cil) of Progress' - children's response to 'Green for Growth'

To Be Inserted into Children's books.

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_____ Needs improving

^ Insert extra letter, word or information

P Punctuation - you have forgotten to use
Something.

(. , ! ? " " ; ; or a capital letter)



- incorrect use of capital letter, or a capital letter is needed

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Purple 'Purple Pen(cil) of Progress' for your response to 'Green for Growth'