



MARKING & FEEDBACK POLICY

Created/Revised:	November 2021
By:	Claire Park
Review Details:	
Review Date:	
Approved by Governing Body:	January 2022

INTRODUCTION

This policy provides guidelines and standards for presentation and feedback throughout the school.

SCOPE OF THE POLICY

This Policy will apply to all pupils and will be implemented by all staff employed by Hartburn Primary School. Including teachers from supply agencies

The Headteacher will report to governors on the operation of this policy. The document is subject to review as required.

AIM OF THE POLICY

The aim of this policy is to ensure that quality feedback is given to pupils. Assessment for learning highlights the importance of this and the systems that school have in place. The policy is also in place to ensure that presentation is of the highest standard.

PRESENTATION

Pupils are encouraged to produce and present work to the highest standard they are Capable of Staff support the children to produce work which: -

- Is clear, neat, logical, methodical and sequential,
- Where appropriate, shows steps taken to arrive at an answer,
- Is presented according to prescribed formats, and also formats which the children have designed,
- Is presented in a wide variety of ways, formal and informal,
- Is produced in different ways, including handwritten, recorded on Seesaw or processed with using IT.

The children are encouraged to value their work and to take a pride in presentation.

This shall be achieved through: -

- Praise
- Constructive comments/Improvement points.
- Displaying children's work throughout the school

- Acknowledgement in Star Award Assembly
- Showing work to another teacher
- Showing work to Senior Leaders

Staff need to remember the following:

- Suitable ink pens are rewarded with a pen licence in Key Stage 2
- Where appropriate, the use of guidelines and rulers are encouraged.
- Diagrams in books are to be in coloured pencil or ordinary pencil depending on the ability of the child.
- All work shall have the full written date. Mathematics and science work shall have the numerical date.

Presentation in Maths:

- All children work on squared paper,
- All pupils in K.S.2 shall use squared paper with one number in each square,
- Each new calculation will be separated by a blank line,
- Lines shall be drawn using a ruler,
- When mistakes are made they should be crossed out using a single line,

Where appropriate, pages are divided vertically by folding and children should work down the columns.

FEEDBACK

Rationale

Marking and feedback figure significantly in a teacher's repertoire of assessment for learning strategies and have considerable potential for developing pupils' thinking, learning and their next steps.

Feedback must:

- Be prompt and timely,
- Be linked to success criteria that have been shared with pupils in language that they can understand,
- Give specific focused praise and highlight areas for improvement,
- Indicate how improvement could be made, linked directly to success criteria of the lesson,

- Target specific learning rather than technicalities of committing that learning to paper.

The teacher shall give feedback:


- Verbally, through conference with the child or group,
 - Using green ink,
 - Using the school's handwriting style, matched to the ability of the child,
 - With a specific learning objective in mind. The most detailed marking being for summative assessment,
 - Using comments to encourage and extend work, indicating to the child how to reach their targets, success criteria in each lesson,
 - To check progress,
 - To check understanding,
 - Showing evidence of assessment for learning, for example: success criteria, Peer and self-assessment,
 - To make contact with the child regarding his/her work,
- Children can mark or self correct their own work neatly using a purple pen,
 - Children can mark each others work linked to success criteria – peer assessment,
 - Children can work in pairs and proof read or check an answer using a different method.

Where appropriate teachers shall indicate the level of support given to a child during an activity by using the appropriate stamper at the beginning of each piece of work.



The following pages describe the methods that staff shall use to give feedback to children's work in Early Years, Key Stage 1 and Key Stage 2. They are meant to be used as a guide to marking as and when appropriate to the learning intentions. Teachers must use their professional judgement to decide which aspects to focus on.

MARKING POLICY FOR WRITING

What are we marking	How do we mark it
Spelling	<p>Early years Verbal praise and immediate feedback, with the use of stamps and stickers.</p> <p>KS1 Teacher to correct work depending on individual child's ability level by underlining misspelt word and writing correct spelling on the same line. Pupils to write out multiple times, with support if needed.</p> <p>KS2 when stage appropriate Sp and underlining misspelt word indicates error. Pupils to correct and write out multiple times.</p>
Punctuation and Grammar	<p>Errors in capital letters should be circled. Missing punctuation should be squared. Inappropriate punctuation should be squared. G indicates incorrect grammar</p>
Handwriting / Letter Formation	<p>Incorrect letter formation shall be identified and corrected through intervention.</p>
Paragraphs	<p>Indicate where paragraph breaks should be inserted with a horizontal line broken by two slash lines as follows; - ----- // -----</p>
Accuracy	<p>Double Tick ✓ ✓ to show appropriately matched work to learning objective. Cross x indicates incorrect. ^ indicates that a word is missing. -----→ indicates an improvement action is needed ----- Underlining indicates where a correction is needed.</p>
<p>Pupil Response</p> 	<p>At the foot of the work write an improvement suggestion accompanied by the appropriate stamper logo. Corrections carried out in purple pen. The (V) code can be used for 'Verbal' feedback, e.g. presentation, target review, further</p>

	<p>explanation, etc. and will indicate where issues have been discussed. Children should immediately respond to this feedback in the lesson.</p>
General	<p><i>Reward & Praise</i></p> <p>Use stickers, stamps, certificates and marbles as appropriate. Allow children to showcase their work to other teachers and pupils.</p> <p>Pictorial checklists in Y1 and Marking Ladders in Y2+ (success criteria) must be used after every extended writing activity for self, peer and teacher assessment.</p>

MARKING POLICY FOR MATHS

What are we marking	How do we do it
Accuracy	<p>Use a tick (✓) or a cross (x) as appropriate.</p> <p>When marking a correction use a tick followed by the letter c. (✓c)</p> <p>Circle errors in calculations.</p>
Presentation	<p>Teacher to write appropriate comment(s). Use positive comments, which will help the child understand what is needed to improve linked to success criteria.</p> <p>The short date is used and a short title to reflect the learning objective at the beginning of each piece of work.</p>
General	<p><i>Reward & Praise</i></p> <p>Use stickers, stamps, certificates and marbles.</p> <p>Allow children to show their work to other teachers.</p> <p>The (V) code can be used for Verbal feedback, e.g. presentation, target review, further explanation, etc. and will indicate where issues have been discussed. Children should immediately respond to this feedback in the lesson.</p>

SUMMARY

Minimum expectations for marking

- Teaching Assistants and PPA teachers will initial work which they have supported.
- Supply teachers will mark 'supply' under the work, after marking.
- The (V) code can be used for Verbal feedback, e.g. presentation, target review, further explanation, etc. and will indicate where issues have been discussed. Children should immediately respond to this feedback in the lesson.
- Children will be trained to peer and self-assess in the same way teachers mark and must use their purple pens to do child initiated editing.
- Children must not self-mark each lesson. This should occur occasionally (e.g. once a week).
- In English, the Teacher and TA should provide written feedback after an extended piece (minimum expectation is fortnightly).
- In Skills books, the English marking code should be used each lesson. Written feedback in these books when appropriate (minimum expectation is weekly) .

Written comments, where applicable, should always:

- be positive, indicating what has been done well;
- indicate an area which should be developed;
- and pick up individual or group targets, where relevant.

Teachers and Teaching assistants need to consider if their marking:

1. Relates to planned learning objectives and success criteria?
2. Is positive, recognising attainment and encouraging progression?
3. Can be read clearly and understood?
4. Promotes 'Hartburn Handwriting' joined script?
5. Indicates a next step in learning?
6. All children should be able to access feedback, whether verbal or written.

Following this, the most significant point remains allowing the pupils time to respond to feedback.