

Marking & Feedback Policy

Author/Person Responsible	<i>Head Teacher</i>
Date of Ratification	<i>March 2023</i>
Review Group	<i>Standards Committee</i>
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Review Frequency	<i>Every 2 years Subject to local education authority and/or national policy change</i>
Review Date	<i>March 2025</i>
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Equality Impact Assessment (EIA)

Part 1: EIA Screening

Policies, Procedures or Practices:	Marking	DATE:	June 2012
EIA CARRIED OUT BY:	S Botten	EIA APPROVED BY:	S Botten

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		N/A
Gender reassignment (transsexual)		N/A
Marriage and civil partnership		N/A
Pregnancy and maternity		N/A
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		N/A
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		N/A
Sex (male, female)		N/A
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		N/A

Any adverse impacts are explored in a Full Impact Assessment.

BLACKHORSE PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

INTRODUCTION

At Blackhorse Primary School we believe that high quality, consistent and timely Marking and Feedback enhance children's learning by engaging the children as active participants and by providing personalised help and guidance.

1. Aims:

We mark children's work and offer feedback in order to:

- 1.1 show that we value their work, and encourage them to do the same;
- 1.2 boost self-esteem and aspirations, through use of praise and encouragement;
- 1.3 give a clear general picture of how far they have come in their learning, and what the next steps are;
- 1.4 promote self-assessment, recognise their difficulties and accept guidance;
- 1.5 share expectations;
- 1.6 gauge their understanding, and identify any misconceptions;
- 1.7 provide a basis both for summative and formative assessment and inform individual tracking of progress.
- 1.8 inform future lesson-planning.

2. Principles of marking and feedback:

- 2.1 The best marking and feedback is the dialogue that takes place between teacher and pupil while the task is being completed or during designated feedback time.
- 2.2 The process of marking and offering feedback should be a positive one.
- 2.3 The marking should always be clearly focused either against the lesson's learning outcome (Success Criteria), against non-negotiable checklists and/or against targets.
- 2.4 Where met, Individual Learning targets are acknowledged (English only).
- 2.5 Comments should be appropriate to the age and ability of the child.
- 2.6 Children should be encouraged to self and peer assess.

3. General Guidance to teachers

Assessment and feedback during the Lesson:

- 3.1 All pieces of work will contain the date and WALT (We Are Learning To...). Younger children/ SEN may be supported with this.
- 3.2 The teacher will share the success Criteria (SUCCESS) and any 'non-negotiables'.
- 3.3 The teacher will discuss the Success Criteria during the lesson, sometimes, having made an observation as to the children's understanding, drawing the children together to address a misconception or provide additional challenge where progress is good.

3.4 Clerical marking (e.g. where there is one correct answer or to identify transcription errors in punctuation etc.) can often be completed during the lesson as this gives the children instant feedback and allows misconceptions to be identified quickly by the teacher.

3.5 The children will be encouraged to assess their learning against the Success Criteria/ non-negotiables/ Targets where appropriate e.g. (by identifying where a feature has been included) usually as part of the plenary.

3.5 Where children have marked their own work, teachers should acknowledge this (see below).

Assessment & Feedback after the lesson:

3.7 The teacher will mark against the Success Criteria, Non-Negotiables or Targets.

3.8 Teachers will comment on spelling where common high-frequency words, which the children have been taught are spelt incorrectly. However, teachers should analyse work for such errors (e.g. noting common errors in groups/ class) and provide additional teaching to address these.

3.9 Written comments should be neat, legible and written in green pen modelling the school's cursive style.

3.10 The teacher should aim to mark work prior to the next lesson.

3.11 Marking comments/ tasks should be concise and are a tool for the teacher to use to communicate written feedback to the child. These comments may sometimes be written in note form or use symbols (especially for younger children).

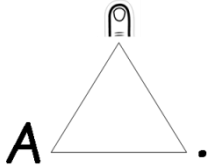
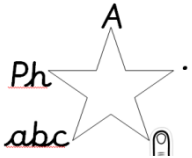
Symbols and Abbreviations:

The following symbols/ abbreviations are used:

Symbol/ Abbreviation	Meaning
TG	Teacher has worked with an individual/ group and oral feedback was given throughout. Further written feedback is therefore not necessary.
TA	Teaching Assistant has worked with an individual/ group and oral feedback was given throughout. Further written feedback is therefore not necessary.
ST	Supply Teacher. <i>It is the supply teachers' responsibility to mark all work.</i>
✓	Correct
•	Incorrect
WALT highlighted Green	The child has fully understood the concept/ skill. No further feedback is necessary at this point.
Pink →	Pink Arrow indicates a marking task in English.

4. Specific guidelines for English:

4.1 The complexity and detail of marking comments/ tasks should reflect the child's age and stage e.g.

Year Group	Approach/ Symbols
<p>Reception</p>	<p>1. Capital Letter/ Full-stop/ Finger-space Triangle: This symbol will be referred to in all pieces of writing, with the teacher ticking each point when a child has demonstrated this skills. Any missing skills will be circled and the child may be asked to correct.</p>  <p>2. 3 Green/ 1 Pink & Marking comment:</p> <ol style="list-style-type: none"> In 3 places, underline in green highlighter pen where the success criteria/ non-negotiables/ target has been successfully met. In 1 place, underline in pink highlighter pen where an improvement (linked to the success criteria, non-negotiables or target) could be made. Pink Arrow at the bottom of the piece of writing followed by a written marking prompt. <i>Child will sit with the teacher to complete any marking task.</i>
<p>Year 1</p>	<p>1. Capital Letter/ Full-stop/ Finger-space, handwriting & Phonics Star: This symbol will be referred to in all pieces of writing, with the teacher ticking each point when a child has demonstrated this skills. Any missing skills will be circled and the child may be asked to correct.</p>  <p>2. 3 Green/ 1 Pink & Marking comment (see above).</p>
<p>Year 2-6</p>	<p>Short-burst writing:</p> <ol style="list-style-type: none"> CHILDREN underline in green PENCIL 3 places where they have met the success criteria. Children should be encouraged to regularly edit and re-draft their work using their 'Purple Polishing Pen'. Teacher highlights the WALT: Green if they felt they've met it, PINK if not. Short marking prompts/ tasks <u>may</u> be added if this is appropriate (although this will not always be the case). <p>Longer pieces of writing: One of the following approaches will be used:</p> <ol style="list-style-type: none"> 3 Green/ 1 Pink & Marking comment (See Appendix for examples): <ol style="list-style-type: none"> In 3 places, underline in green highlighter pen where the success criteria/ Non-negotiables Checklist/ Target has been successfully met. In 1 place, underline in pink highlighter pen where an improvement (linked to the success criteria, non-negotiables or target) could be made. Pink Arrow at the bottom of the piece of writing followed by a written marking prompt. Child responds to the marking comment during the next lesson. Pink box editing (See Appendix for examples): <ol style="list-style-type: none"> Draw a pink box around the paragraph or group of sentences which you'd like the child to re-draft. Write a few words in the margin to prompt the child as to what type of improvement to make e.g. Adverbs, noun phrase etc. Child re-drafts the whole paragraph during the next lesson.

	<p>4. Editing flap editing (see appendix for examples):</p> <ol style="list-style-type: none"> a. Teacher identifies a paragraph which the child needs to re-draft. b. Child makes small changes over the top of original paragraph using purple polishing pen. c. A flap of lined paper is sellotaped to the margin to create a flap. d. The child re-drafts the paragraph onto the flap so that the teacher can see the original and re-draft alongside each other within the piece of writing.
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4.2 Non-negotiable Checklists will be used in Years 1-6 to remind children every time that they write. These allow the children to assess their writing against the key skills for each year group. The procedure for using these is as follows:

- a. Each child has a laminated Non-negotiables Checklist.
- b. At the end of every piece of writing the child assesses themselves against the checklist and ticks the features they have met with a dry-wipe marker.
- c. *At the end of each unit, the class teacher will print A5 checklists to attach to longer pieces of writing and will assess the writing against the checklist. This will inform teacher assessment and planning for the next unit.*

4.3 ‘Super Short Term Targets’: These are set weekly following each Big Write and are a small, actionable improvement which can be made prior to the next Big Write. Ideally these should link to the Non-Negotiable Checklists.

4.4 Editing & Re-drafting

- 4.1 Children should be encouraged to regularly edit and re-draft to improve clarity and accuracy in their writing.
- 4.2 Where children are improving individual words/ phrases or adding missing punctuation, this should be done using their Purple Polishing Pens.
- 4.3 Where children are re-drafting longer paragraphs, this should be identified with the WALT: Re-draft and can be written using normal pens/ pencils.

4.5 Marking Reading Comprehension tasks/ Grammar Practise Tasks: The teacher should identify whether the child’s response is correct or incorrect with a tick or a dot. *Older children may self-mark comprehension tasks in class where appropriate but this must be acknowledged by the teacher.*

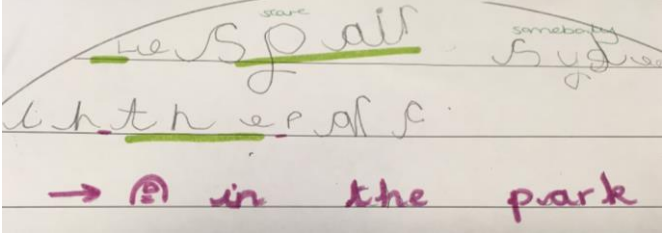
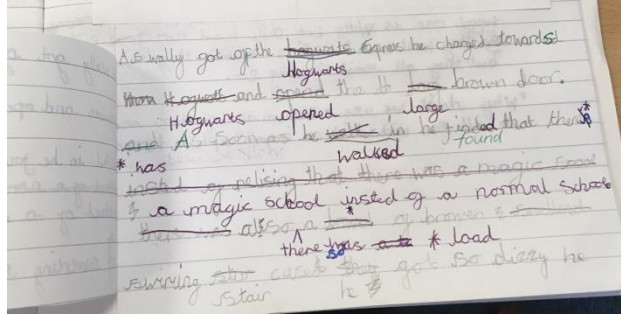
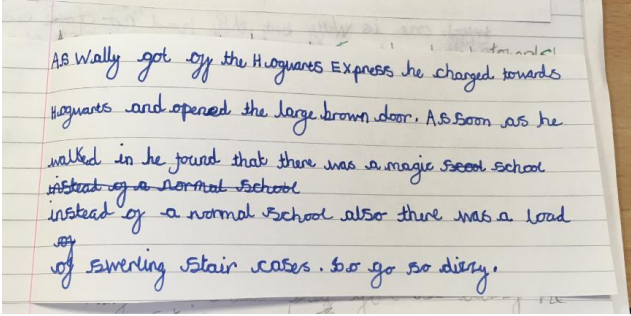
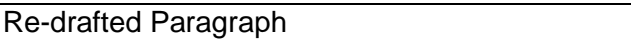
4.6 Power of Reading short-burst writing follows the procedure above.

5. Specific guidelines for Maths:

- 5.1 All maths problems should be marked either with a tick if correct or a dot if incorrect. This may be done during/ after the lesson and may, where there is a single correct answer, be done with/by the children.
- 5.2 Where all problems/ calculations are correct and no further feedback/ prompts are required prior to the next lesson, then the teacher may underline the WALT with a Green highlighter pen to show that the objective has been fully met.
- 5.3 Where all/ most of the problems/ calculations are incorrect and significant one-to-one support is likely to be needed to address the misconception, the teacher may choose to underline the WALT in a Pink highlighter pen to show that the objective has not been understood (and that further direct teaching is required).
- 5.2 Marking in maths should aim to develop mathematical reasoning and encourage the children to articulate **why** a solution is correct/ incorrect in one of the following ways:

Speech Bubble Prompt:	Underline Prompt:
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Appendix 1: Examples of marking approaches:

English	
Early Pink/ Green highlighting:	Early marking prompt for non-readers
	
Direct task from pink highlighted section	Directed Re-draft pink highlighter comment
	<p>Write: Develop settings and atmosphere in detail.</p> <p>Scene 1</p> <p>Olive, the human and Bridget the cat have just exited the vets. The day is clear and blue and the sun is shining. A cold breeze surrounds them. Bridget sees a butterfly, whose wings are of a stupendous pink. Bridget stalks it for a little while. A tree trunk behind them causes her Bridget to follow the butterfly up it. Eventually Bridget falls onto the tree and she lies on her back for a while. Bridget pounces back to life and with her front paws claws down an alley, which was beside the vets.</p> <p>→ Describe Olive in more detail.</p> <p>Olive the human</p> <p>Olive has a tanned complexion and dark brown hair. Her eyes are hazel and have green tints. She wears a leather dress, which is black, and pairs it with a pair of red converse. The dress on the cake is a red bow with diamond beads beads beads wrapped buckle on it.</p> <p>New paragraph from prompt</p>
First Re-draft using Purple Polishing Pen	Second draft using paper flap
	
Pink box whole paragraph re-draft	Re-drafted Paragraph
	

History:
 However this Elizabeth, the accident-prone, lives with her elderly grandad because he was the only relative left in her family. In addition to this, her grandad (Bob) would not let her see a mirror because she didn't want her becoming vain before she was grown up.

History:
 Elizabeth, who is accident-prone, lives with her elderly grandad because he was the only relative left in her family. In addition, her grandad (John) would not let her see a single mirror - of herself! This was because he did not want her becoming arrogant before she became older.

Maths

Correct speech bubble explanation prompts

2
 4 of 4 = 2 ✓
 () () () ()
 I got it it write because I called 2 group

Extension
 40g > 70.00kg ✓
 7g < 0.07kg ✓
 31kg > 310g ✓
 8100g > 8kg ✓
 90g = 0.9kg ✓
 6.7kg < 677g ✓
 I know this is right because 8000g is the same as 8kg. There is an extra 100g on 8100g so it is bigger. 8000g = 8kg so 8000g = 8kg.

3c £15.43 to £15.00 ✓
 £15.43 to £20.00 ✓
 3d £22.50 to £29.00 ✓
 £22.50 to £30.00 ✓
 e-hatting It is correct to because on the first one it is over 5 so it is rounded to the next pound and on the second one the ones are over 5 so it gets rounded to the next 10 pence.

0.54 ✓
 g) $\frac{1}{25} = \frac{4}{100} = 44 \text{ hundredths} = 0.44$
 2a) $\frac{1}{4} = 0.25$ I multiplied the denominator or 25 to get to 100 and then multiplied that by the numerator.
 $\frac{1}{2} = 0.50$
 $\frac{3}{4} = 0.75$
 b) $\frac{13}{10} = 1.3$ ✓
 $\frac{12}{5} = 2.4$ ✓

Incorrect line explanation prompts

$\frac{18}{3} = 18$
 I got it it I didn't any counts to 18 or groups

Child explains their misunderstanding.
 Children should respond in writing weekly

months 2d 23 weeks and 6 days
 months ✓ 23 weeks 3 days
 months ✓ 10 weeks 1 day = 71 days
 months ✓ 23 weeks 6 days = 166 days
 months ✓ 23x 7 = 161 + 6 = 166
 123 weeks 6 days = 855 days

Child explains understanding by correctly re-calculating.

0.5 ✓
 b) 1.001 ✓
 0.51 ✓
 0.5 ✓
 c) 4.640 ✓
 4.046 ✓
 4.40 ✓
 4.40 ✓
 4.046 ✓
 4.640 ✓
 Order smallest to largest.

Child directed to correct.