



Tudor Grange Primary Academy Haselor

Marking and Feedback Policy

1. INTRODUCTION

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

Feedback includes both oral and written forms from adults, peer assessment strategies and self-assessment. This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to effective marking and feedback at Tudor Grange Primary Academy Haselor. It has been produced and agreed by the whole staff in order to ensure a progressive and consistent approach to feedback throughout the federation.

2. AIMS AND OBJECTIVES

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve, providing clear advice and strategies for improvement and next steps of Correct, Consolidate or Challenge as an appropriate prompt. For example;
 1. To **correct**; give an example. 'Put this sentence into your story here * to improve the description of the setting.'
Use a worked verbal example: $48 + 64 = (40 + 60) + (8 + 4) = 100 + 12 = 112$.
 2. To **consolidate**; give steps. 'Now add more detail about what you can hear.' 'How should you show that you have borrowed from the previous column?'
 3. To **challenge**; use an extension. 'Tell me more about the atmosphere in the forest.' 'Now show me how to add/subtract decimals with differing decimal places.'
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

3. PURPOSE

As a result of feedback and marking:

- Teachers should have the information about pupil progress that enables them to adjust future planning, records and reports.

- Pupils should be clear about what they have attained and achieved, and how they can improve their work.
- Pupils should feel positive about their learning, recognise their achievement and feel confident to move forward towards the next step in learning.
- Parents are informed about their child's progress during formal and informal opportunities to view their child's work.

4. PROCEDURES FOR MARKING.

All feedback and/or marking should be completed during the learning opportunity when working (verbal feedback) or as soon as possible after the learning has taken place. Marking should be ready for the child to respond to at the start of the next lesson in that subject area.

- All marking is to be carried out in green pen
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment.

Light Marking

- Children from Year 3 onwards should record the 'learning objective' at the start of each piece of written work in mathematics, literacy and foundation subjects.
- IN KS1 the Learning objective may be stuck in by the child or class teacher.
- If the child fully achieves the learning objective this should be highlighted green, if it is partly achieved it should be highlighted yellow. If the learning objective is not achieved, then it should be left blank.
- In Reception, Year 1 and 2 the teacher should show whether the learning objective is achieved by recording LO using stickers where appropriate at the start of the work and highlighting accordingly.

Most light marking is summative marking which usually consists of ticks and marks to show a correction is required and is appropriate for closed tasks or exercises.

Ongoing developmental marking:

- Teachers should use agreed symbols to show a pupil's progress in a piece of work.
- Next step symbols should be used with a short, precise phrase, easily understood by the child, to show what the child needs to do next to make further progress using the 'correct, consolidate, challenge' approach.
- Time should be given at the beginning of each lesson for the child to read and respond to their feedback.
- Children should be asked to respond to feedback to show that they have read and understood it or to use feedback to develop skills further or reflect on their learning.
- Writing out a misspelt word 3 times at the bottom of the piece of work;
- Inserting an improved word, phrase or sentence where requested;
- Writing a sentence with correct grammar or punctuation;
- Re-working a mathematics answer;
- Improving/ redrafting a longer piece of writing;
- Responding to the next step in the next piece of work;

Whatever the expected response an appropriate amount of time should be planned by the teacher to enable the child to respond. This may be short or may be a whole lesson for an improvement, redrafting task.

Self and Peer Assessment

Self-marking:

When possible, children should self-mark closed tasks, individually, as a group, or as a class. Pupil ownership of their own learning progress, personal targets and knowledge of next steps in learning are essential and effective aspects of marking.

Peer Assessment:

Pupils working together collaboratively in a supportive manner to identify achievement against targets and to inform ways in which each individual might improve their work.

Self – Assessment

Pupils are encouraged to evaluate their own achievement against the learning intention and to redraft certain aspects to improve their work. Redrafting should be completed using a purple pen.

A Traffic Light system is used by pupils in Key Stage 2 and as appropriate in Key Stage 1, at the end of the lesson to indicate to teachers how challenging they found particular tasks (Red – stressful, Yellow – stretched, Green – Comfortable)

Alternate lines- In order to support self-assessment pupils should write on alternate lines when appropriate. This allows them to edit work using the line above and add improvements during the course of lessons.

5. RESPONSIBILITIES

It is essential that feedback and marking methods are understood by all staff and pupils and are consistent throughout the schools. Teachers retain overall responsibility for the marking of all work. Teachers use a combination of strategies including verbal feedback, writing comments, using agreed routine conventions, planning opportunities for children engage in self-assessment and to collaborate in peer assessment. Teaching Assistants receive and respond to work produced by groups for whom they responsible, using agreed conventions and short positive comments.

6. MARKING CONVENTIONS

Marking exercises where correction is necessary:

a) Mathematics:

- Correct answers: tick,
- Incorrect answers: •

To allow corrections to be made, incorrect answers should be crossed out neatly to allow analysis of mistakes and corrections. Corrections are marked with a tick and C once completed.

b) English and Mathematics

Learning Objective acknowledged as outlined below:

- Green = fully achieved,

- Yellow = partly achieved,
- blank = not yet achieved.

c) Spelling

Spelling is marked in all written work. Incorrect formation of letters and copied words in dates, titles and learning intentions are corrected. In the Foundation Stage emergent writing may be under scribed in order to provide a correct model.

In Key Stage 1 three high frequency words are corrected in each piece of work, in Key Stage 2 five words. The incorrect word is underlined, corrected above the word. When appropriate, it is then written underneath the work and children should be encouraged to copy words accurately 3 times.

d) Punctuation

Punctuation is marked in each piece of work linked to relevant learning intentions and a child's individual learning target, the teacher circles the omission or error.

e) Science and Foundation Subjects

Spelling and punctuation skills are corrected in all written work in line with English guidelines. Content is marked against learning intentions.

f) Music, Art, P.E.

Oral feedback is given against learning intentions. Observations are recorded in Class teacher's individual assessment records.

g) Recording the level of Adult Support

Teachers may indicate the level of support received by the child to produce written work:

- I indicates independent.
- TS indicates teacher support.
- TA indicates Teaching Assistant support.

Achievement Systems

Teachers use the Class Dojos to reward good achievement and /or attainment.

Reading Diaries / Class Records.

Teachers and teaching assistants record pages read and make comments related to progress every time a child is heard read. Volunteer helpers record pages read and short motivational comments e.g. Well done, Good reading. Guided Reading is also recorded in the group guided-reading records against end of year expectations.

Home Learning

In literacy and numeracy tasks set, the same conventions should be used as within the school day. All set work should be collected regularly to see that tasks have been completed. All home learning should at least be acknowledged by the teacher before the book is sent home again. Dojo points are awarded for the receiving on time of all home learning tasks. Additional rewards are given related to the level of achievement.

7. INCLUSION

Marking should recognise the achievement of all children who may find specific or general aspects of learning more difficult. Comments should be encouraging, paying due account of the need to develop confidence and self-esteem. These guidelines are applied to the work of all children irrespective of age, race, gender or ability whilst being mindful of individual learning, personal and emotional needs.


8. MONITORING AND REVIEW

The effectiveness of marking procedures is reviewed annually by the staff in order to ensure effectiveness. The policy will be reviewed formally in line with the rolling program of policy review.

Reviewed November 2023

Next Review November 2024

Appendix 1.

 Tudor Grange Primary Academy Haselor Marking and Feedback Symbols	
Dojo	Good effort. Dojo point / sticker
✓	Correct answer
Highlighted Green Highlighted Yellow Left Blank	LI achieved well Working towards LI LI not achieved
Word underlined wiggly line	Spelling mistake
.	Incorrect answer
^	Missing Words
//	New paragraph needed
└	Next Step
TS	Teacher Supported work
TA	Teaching Assistant supported work
I	Independent work
Talk	Talk to your teacher about this