

Manland Primary School

Marking and Feedback Policy



Date of last review:	July 2023
Next review date:	July 2024

Marking and pupil feedback complements and assists 'Teaching and Learning'. It serves as a tool for assessing individual performance and determines a 'where next' approach to planning for individuals, groups or whole classes of pupils.

Underpinned the policy is the principle that feedback needs a tailored approach, adapted to the needs of the child. Teachers will use their professional judgement and knowledge of their cohort in the implantation of this policy.

Responsibility

The implementation of this policy is the responsibility of all class based staff.

Teachers, support staff and pupils can be involved in the marking /checking of recorded work.

Rationale

To ensure that all children have their work marked/receive feedback in such a way that it will lead to:

- improved learning
- strong pupil progress
- development of self confidence
- raised pupil self-esteem
- the provision of opportunities for assessment – including self and peer assessment

Purpose: Reasons for giving feedback including marking

- To recognise, encourage and reward children's efforts and achievement and to celebrate success
- To provide a dialogue between staff and children and provide clear, timely, constructive feedback to pupils about strengths in their work
- To improve a child's confidence in reviewing their own work, become more independent and more reflective in their learning
- To help set future targets for future progress by indicating the 'next steps' in learning
- To identify where pupils have successfully met the success criteria
- To indicate how a piece of work should be corrected or improved against assessment criteria
- To address / identify misconceptions before they become embedded
- To identify pupils who need additional support/more challenging work and to identify the nature of the support/ challenges needed
- To inform teacher assessment
- To help in reporting to parents/carers
- To aid curriculum planning
- To maintain standards of presentation, punctuation and layout
- To ensure consistency of approach

Principles

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

- a. The learning needs of the children are understood and work is matched and marked appropriately.
- b. Marking and feedback should provide and evidence a dialogue between teacher and pupil, which shows children responding to teachers marking which support them in making improvements to their work and progress in their learning
- c. Children are made aware of the learning intentions of the lessons and the criteria against which their work will be marked. *Learning Objective and success criteria.*
- d. Pupils' work is marked in such a way that achievement is acknowledged and teaching points are highlighted.
- e. Where appropriate, teachers should provide individual verbal feedback to children and make a record or note of this in the book during the lesson (Live Marking)
- f. Feedback to children about their work, either written or verbal should be regular and frequent.
- g. The emphasis in marking should be on a child's achievement and what the next steps need to be in order for the child to further improve.
- h. Teachers should identify how further improvements may be achieved.
- i. Children should understand the meaning of the formative assessment comments they receive.
- j. Marking should inform teacher's judgements on how a child is progressing, National Curriculum attainment and the child's individual progress and should be used to inform teacher's records and reports to parents/carers.

Guidelines

The following procedures for marking should be implemented by all staff:

- Work marked and discussion of a child's work within lessons can be highly effective in moving learning on- this is called Live Marking. Live marking **allows a teacher to check that each child has the correct level of challenge**: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Visualisers can be effectively used in lessons to share feedback and move children on as a group or a class.
- Children's work should be marked as soon as possible after completion (where possible, in the lesson), to inform your future planning
- Work should be primarily marked according to the curriculum focus, i.e. in a science lesson address the science skills. All written work, in any subject, should identify grammar and spelling errors.
- Not every mistake should be corrected, as this would be counter-productive to every child's motivation.

Marking

- Work that has met the learning objective/displays the success criteria can be highlighted yellow and a positive, relevant comment written at the end of the work by the teacher such as ‘this is an excellent piece of creative writing, you have used figurative language to create a great sense of atmosphere’.
- Distance marking – marking that is marked after the lesson
- Live marking – in lesson marking **allows a teacher to check that each child has the correct level of challenge**: misconceptions can be identified and addressed, small errors corrected and additional stretch can be given where appropriate.
- Comments **must** be specific to the LO or success criteria.
- ‘Next steps’ to be demarcated by a pink dash at the end of the piece of work. ‘Next steps’ could include consolidation of a skill, or a task requiring a further level of challenge.
- Focused, in-depth marking including target and or developmental comments, should be relevant to the success criteria for that piece of work.
- All next step comments must require a response from a child using purple pen
- All teacher comments are to be written in green pen.

Self-Assessment

At the end of each lesson, children will be given an opportunity to self-assess. Children will indicate their confidence with the learning in the lesson by drawing a triangle (see marking codes)

When the teacher assesses the learning after the lesson, they will identify any children who are not fully confident in the learning for the day and will indicate they have seen this by placing a line parallel to the child’s own mark. They will use their professional judgment about how to address any misconceptions that have arisen. If several children have misunderstood a key aspect of the LO, the teacher may choose to reteach the learning in an adapted way, to ensure that learning is embedded.

A teacher may decide that they can address a misconception during a fluency session or through individual conference session the following day.

Teachers will be vigilant to any discrepancies between expressed confidence and attainment of the learning objective. Through their assessment for learning, teachers will ensure that these discrepancies are addressed.

Error Vs Mistake

To drive learning forward and maximise progress, marking and feedback differentiates between an **error** and a **mistake**:

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Marking_Review_April_2016.pdf?v=1684350262

Mistake: something that children *can ordinarily do*, but haven't on this occasion (either through carelessness or an oversight). This could be something you have already taught or that the child should know from previous year's teaching.

In **Maths**, this could be occasional:

- calculation mistake
- adding instead of subtracting
- place value misjudgement
- digit reversal

In **English**, this could be:

- misspelling days of the week
- forgetting to use a capital letter for a proper noun (when this has already been taught)
- copying LO incorrectly from the board
- a sentence that doesn't make sense

A mistake is denoted by a question mark (on the line, in the margin in English or beside the calculation in Maths), without an explanation as to the nature of the mistake. Children to correct the mistake using purple pen (in all subjects).

Error: an error arises from a misconception or misunderstanding. If the pupil has misunderstood and made a genuine error, the adult will indicate that it is wrong using pink highlighter. Using green pen, the adult will model/apply the rule that will help children to correct the error. Children to respond using purple pen (in all subjects). An error is a consistent mistake.

Giving pupils time to respond to feedback

When work has been marked, pupils need time to read and respond to **all** written feedback. A pupil's response may take the form of making corrections or responding to your next step comments.

You may include:

- a **reminder prompt** 'Can you think of a better word than *bad*?' 'Can you write three more adjectives to describe the storm?'
- a **scaffold prompt** 'Can you tell me what type of weather it was?' 'Can you write a sentence to describe the weather?'
- an **example prompt** 'Can you try one of these instead of bad: ferocious, terrifying, evil?'

Responding to marking pens

These are used from Year 3- Year 6.

Pupils must use purple pen to make corrections.











If children are re-drafting a whole paragraph or extended maths problem or section then this should be in their blue handwriting pen.

Responses to maths feedback should be in purple pen.







Marking Codes

Marking Codes (see below) will be displayed at the front of core subject books and displayed on wall. All adults involved in marking must adopt these codes.

Marking Codes (Year 2 and above):

Code		What this means
By your Teachers:		
Mistake		Your teacher will put a  in the margin to tell you that a mistake has been made on that line. You should re-read your work, find the mistake and correct it, using purple pen
Error		Your teacher will put a  around the part of your work where an error has been made. If it is a spelling error, your teacher will write the word in your margin to help you.
		In pink highlighter to show that a word is missing in a sentence or a sentence is incomplete.
		A new paragraph is needed.
Highlighted Yellow		Your teacher will highlight features of your work that demonstrate the learning objective/success criteria
VF		Verbal feedback (your teacher discussed this with you in class). Pupils should then respond to this feedback
		After your teacher has marked your work, they may have given you a next step. This will ask you to do something to improve your work. You should complete this under your feedback.
By you:		
I (Independent)		Independent Work
A (Adult assisted)		Worked with a teacher or teaching assistant
		I am not confident. Your teacher will draw a line to show you that they have seen this.
		I am becoming more confident. Your teacher will draw a line to show you that they have seen this.
		I am confident in this learning.

Marking Codes (Year 1):

Code		What this means
By your Teachers:		
Mistake		Your teacher will put a  in the margin to tell you that a mistake has been made on that line. You should re-read your work, find the mistake and correct it.
Error		Your teacher will put a  around the part of your work where an error has been made. If it is a spelling error, your teacher will write the word in your margin to help you.
		In pink highlighter to show that a word is missing in a sentence or a sentence is incomplete.
Highlighted Yellow		Your teacher will highlight features of your work that demonstrate the learning objective/success criteria
VF		Verbal feedback (your teacher discussed this with you in class). Pupils should then respond to this feedback
		After your teacher has marked your work, they may have given you a next step. This will ask you to do something to improve your work. You should complete this under your feedback.