



St Anne's C of E Primary School MARKING AND FEEDBACK POLICY December 2017

Aims and values of school

Within the love of God, we are all learning together...

to be motivated to tackle challenges and achieve outstanding successes and celebrate them!
to be clear in our values so that we make thoughtful decisions with confidence and celebrate them!

Introduction:

Effective marking and feedback is integral to the teaching and learning process. It is vital that children have their work recognised and that marking is used to improve attainment and support children in making positive progress within their learning. Marking is not exclusive to class teachers. Support staff play an important role in marking and giving feedback as well as children giving and receiving feedback from peers and self-assessing.

Aims and principles:

The aim of this policy is to provide a clear process for all marking and feedback and that it is underpinned by these principles:

Marking should:

- Be accessible, clear and informative.
- Give recognition and appropriate praise.
- Provide next steps and relate to the success criteria.
- Be manageable for staff.
- Help to develop confidence, self-esteem, perseverance and reflection.
- Be inclusive
- Be relevant
- Inform future planning and individual target setting.

Marking strategies:

All work must receive some form of marking. This includes cross curricular work, topic work, subject specific work, group work and home work.

Marking will be carried out using specific coloured pens:

Purple – Teacher / TA uses purple pens to provide acknowledgement of the work, highlight where success criteria has been met and give praise.

Green – Teacher / TA and children, will use green pens to show where work can be improved further, show next steps for development and highlight where corrections can be made.

Pink – Children will use pink pens to respond to green pen marking and comments.

Marking can be carried out in the following ways:

- **Intervention ‘in lesson’ marking:**

During the course of a lesson a teacher or TA may use intervention marking to prompt deeper thinking or to address misconceptions. This type of marking and feedback can often be done verbally and can occur during group work with an adult, 1:1 discussions about the child’s work during the lesson, midway through a lesson to help refocus the work or during mini plenaries. Teachers and TA’s should indicate this in a child’s book using the purple pen and can incorporate the **VF** symbol that indicates verbal feedback.

- **Light marking:**

All work should be subject to the minimum of a ‘light marking’ process. This marking is made using the purple pen and by the use of ticks to acknowledge and a short comment about the child’s work. Spellings should be highlighted and children asked to respond in line with the ‘Responding to spelling’ element of this policy. Home work will be ‘light marked’ each week.

If the teacher is concerned that the child has considerable difficulty with this task and wishes to speak to them about the work, this will be signalled by the use of the green pen and a simple symbol to prompt the child.

- **Developmental marking (often referred to as ‘deep marking’):**

A minimum of one piece of literacy and one piece of numeracy work should be ‘deep marked’ each week (year 1 – 6). All topic work and cross curricular work will be ‘deep marked’.

Developmental deep marking should take place as soon as possible after the learning has taken place. The teacher should select the piece of work that will be subject to the deep marking in advance and children should be made aware of this. Consideration of the impact of this marking on the child’s learning should be given to ensure that it provides adequate ‘next steps’ learning.

The marking will be completed by the class teacher using the purple and green pens. It will incorporate the following:

- Clear indication of where the success criteria has been met. (purple ticks)
- Comments on particular areas where children have been successful. (purple ticks and comments)
- Highlighted spellings that need correcting (green pen – in line with Responding to Spelling section)
- Progression / next step / challenge comment. (green pen – See ‘Providing challenge’)

It is vital that all Developmental Deep marking is responded to by the child using the pink pen. This skill is developed slowly within year 1 and builds throughout the school in each year. Details of this are within the ‘Providing Challenge’ section of this policy.

- **Self-evaluation and peer assessment:**

From the summer term of year 1 onwards, children should be encouraged to express a simple self-evaluation following the completion of a piece of work. This is carried out using a simple pink pen ‘smiley face’ system as follows:



- I am confident about this task and want to move on.
- I am almost there but would like more practice.
- I don’t understand and would like more help.

Within upper Key Stage 2, children are asked to expand their self-assessment by acknowledging if they have completed the different elements of the success criteria. This is indicated with a pink tick against each criteria met.

Where peer assessment has been appropriately introduced, children will identify one positive aspect of their partners work and one area for challenge. This will be communicated using green pen and the name of the child giving feedback indicated.

Responding to Spelling:

Spelling is an essential skill that enables children to communicate understanding across all curriculum areas. St Anne's provides specific teaching of spelling across the school but it is important that this work transfers into writing.

It is recognised that children's knowledge and development of spelling will build throughout their time at school. Incorrect spellings that are focused upon in each year group, are in line with the year group expectations of the National Curriculum. Responses to children's spelling in written work will follow a staged approach:

Year 1 – Incorrect spellings are highlighted in green. At the end of a piece of work, teachers will provide the correct spelling in green pen and children are asked to copy it 3 times in pink pen. A highlighter may be used for children to write over the top of, depending on their letter formation development stage. No more than 3 different spellings will be selected.

Year 2 and Year 3 – Incorrect spellings are underlined in green pen. Teacher writes the correct spelling at the end of the piece of work and children are asked to copy the word 3 times. No more than 3 different spellings will be selected.

Year 4 and year 5 – Incorrect spellings are underlined. Children are asked to find the correct spelling from a dictionary or word bank and copy the corrected spelling 3 times. No more than 4 different spellings will be selected.

Year 6 – Underlining of incorrect spellings starts to be phased out in preparation of children self-identifying and correcting spelling mistakes. Dictionary's and word banks are available.

Providing challenge:

When carrying out a developmental deep marking process it is important to ensure that work is not only corrected appropriately but that further challenge is provided.

Time must be allocated to allow children to respond to marking and feedback using the pink pens. Responses must be carried out before the next stage of learning occurs to allow for corrections and evidence of progress. Pink pen work should be acknowledged by the class teacher. This does not require a further comment, but a tick or mark to show that the teacher has seen the pink pen work.

There are many ways in which feedback and corrections can be addressed. This is an example of some of the statements that can be used:

- Find the sentence that doesn't make sense. Can you change it? / can you improve it?
- Does this answer seem right? If not, why?
- Can you spot 2 errors? Now correct them.
- Check that you have used capitals (or, commas, full stops etc) in the right places.
- Finish this sentence.
- Fill in the blanks / spaces.
- Re write 2 sentences that have adverbials / speech / adverbs etc.

Further to statements that encourage corrections, teachers can use statements that challenge and extend learning further. Examples of statements that can be used to extend learning include:

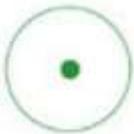
- Now try this.....(give an example)
- Write an explanation of how you did this.
- What would happen if.....?
- Look at your work, can you add.....?
- Is there another way you can do this?
- What new words have you used today? What do they mean?

Marking and Feedback symbols:

To enable to clear communication of some areas of marking and feedback, a range of simple symbols are used:



Check you have used finger spaces



Check that you have used full stops correctly



Check that you have used capital letters correctly.

The following marks communicate to the reader the context of the piece of work.

VF Verbal feedback given

I Work completed independently

TA/S T/S Teaching assistant supported or teacher supported.

P Partner work

G Group work

Presentation and layout

It is vital that children recognise the importance of the presentation of their work as this shows a pride in what they produce and in their learning. St Anne's has developed a list of non-negotiable elements that must feature within all children's work. These are staged to match the development stage of children throughout the school.

All work across key stages:

- Books kept in an area of the class to prevent them getting damaged or marked.
- Ensure books are not bent backwards as this results in pages falling out of books.
- Clear sticker on front cover of book with child's name and subject typed and not hand written.
- No writing, pictures or 'graffiti' on the front cover of any book.
- Sticker placed in top left hand corner of the page featuring learning intention and success criteria.
- Worksheets stuck into books to be kept to a minimum. If used, these are to be trimmed before sticking into books to prevent sheets of paper laying outside of the book.
- No felt tip pens to be used in books.

Key Stage 1:

Year 1 –

- Writing of dates in literacy and topic books to be developed over the year. Ensure spelling is correct and capitals used where appropriate.
- Maths 'short' numerical date to be used and developed over time.

Year 2

- In writing and topic books full date to be written at top of page, next to LI sticker. Underlined neatly using a ruler.
- In maths, short numerical date written next to LI sticker and underlined.
- Develop margin being drawn in maths books down the left hand side of each page neatly and using a ruler.

Key Stage 2-

- Long date and short numerical dates written appropriately in all work, using correct spellings and capital letters at the top of the work and underlined neatly using a ruler.
- Margin drawn in maths books down the left hand side of the page neatly and using a ruler.
- Rule off neatly after a piece of work where required.

Policy approved by the Governing Body - January 2018