



Crowmoor Primary School Marking and Feedback Policy



Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 17 - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Policy reviewed by Governors March 22nd 2022

Next review February 2024

Aims

We aim to establish a caring school community, where all pupils are valued and can develop a love of learning.

We strive to support our pupils to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being

Our Philosophy

Our School is committed to the implementation of the United Nations Convention on the Rights of the Child. We strive to be a Right's Respecting School in all that we do.

We believe that all members of the school community have rights and responsibilities. Everyone at school is important and is to be valued. We expect each individual to respect other individuals, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children. This policy, as with all other policies, takes into account the schools SEN Policy in its implementation.

1 Introduction

1.1 At Crowmoor Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. All children are entitled to regular and comprehensive verbal or written feedback on their learning. Therefore, all teachers/HLTAs will mark work and give feedback as an essential part of the assessment process.

2 Aims and objectives

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

- show that we value the children's work, and encourage them to value it too;
- boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement. The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;
- give the children a clear general picture of how far they have come in their learning, and how they can improve their work in the future;
- offer the children specific information on the extent to which they have met the lesson objective, and/or the targets set, also to offer them guidance on next steps;
- promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others;
- share expectations;
- gauge the children's understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

3 Principles of marking and feedback

3.1 We believe that the following principles should underpin all marking and feedback:

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.
- Marking and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Marking should always relate to the lesson objective and, increasingly, the child's own personal learning targets and the success criteria for the task.

- In Numeracy and Literacy at least one piece of marking each week will show Next Steps. This will usually relate back to the Success Criteria. Verbal feedback can also be used to tell children what their next step is. Where Verbal feedback is used, the initials VF are used. Where pupils have worked with support (S) VF is not needed as pupils will have received verbal feedback as part of their support.
- The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made. This could be done through a learning conversation.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers/HLTAs should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives, constructing success criteria and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- For one-to-one feedback (teacher to pupil) to be effective, sufficient mutual trust must be established.
- Feedback may also be given by a teaching assistant, or through peer review.
- Group feedback is provided through plenaries too, and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Teachers/HLTAs will note errors that are made by many children and use them to inform future planning.
- Marking will be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

4 Implementing the marking policy

4.1 The school has explicit rules that apply to all pieces of work:

- the date and lesson objective or focus should be at the top of the page
- work should be marked in green pen (HLTA/TA to use blue pens and to initial)
- Supply Teachers to use blue pen and initial.
- **no** crosses to be used for incorrect work, just a dot.
- children's written work should be in pencil.
- colouring should be done in pencil (no felt tip to be used in workbooks)
- incorrect work should be crossed out with one neat ruled line through it or bracketed. Erasers should be used with caution.
- correctly formed letters (joined in Key Stage 2 or earlier if appropriate) based on the School's handwriting scheme and neat presentation should be constantly reinforced.

4.2 Symbols will be accompanied by a positive comment(s) with a suggestion indicating what the next steps to improvement are.

The following symbols will be used as appropriate:

I – independent work,

S – support was received for this work from a teacher/teaching assistant,

S→I – support to get going then independent

D – work discussed with a teacher /teaching assistant

sp – to indicate an incorrect spelling

VF – verbal feedback

Paired/group

- 4.3 Children will be given opportunities to share their work with their peers.
- 4.4 The extent of the teacher's/HLTA's response to a piece of work is determined not by the number of errors found in it, but by the teacher's/HLTA's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

Children must be given adequate time to respond and correct work when next step marking is used.

- 4.5 In order to encourage a positive response, any negative comments will always be followed up by a constructive statement on how to improve.
- 4.6 Written or verbal next step comments are the most valuable comment but effort is also important regardless of ability. So remember to put Effort grades on pieces of work:

E- E E +

(E - is below average effort E is average and E+ above average)

In Key Stage 2 marking of some pieces of work using the SATs format is productive. The School encourages the sharing of vocabulary and expectations with all pupils, particularly through the use of Marking Ladders/Unit Target Pages.


- 4.7 Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. Marking Ladders are an expectation on at least two pieces per term from Year 1 (although with adult support they can be used in the Foundation Stage) and Unit Target Pages should be used at the start and end of each unit of work.
- 4.8 When appropriate, children may mark their own or another child's work with set criteria, but the teacher must always review this marking. Peer marking is usually preferable.
- 4.9 Children should be encouraged to assess their work ahead of final marking, using prompts, the success criteria and learning objectives. These prompts can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- 4.10 Self-evaluation and peer marking are crucial in helping all pupils develop an in-depth understanding of how to learn more effectively.
- 4.11 In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.12 Teachers/HLTAs will comment on spelling and grammar in the following cases:
- if spellings and grammar were part of the lesson focus;
 - if it is a spelling that is appropriate to their age and ability;
 - if it is something related to the child's target.

5 Monitoring and review

- 5.1 We are aware of the need to monitor and update the school's marking and feedback policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.



Crowmoor Marking Key.
Agreed Symbols
2022

sp	Spelling mistake to correct. End of piece write out correct spelling 3 times.
^	Missing word or punctuation
○	Incorrect capital letter circled
//	New line/Paragraph needed
✓	Correct answers are marked with a tick and highlighted in green and relate to success criteria eg I have used adjectives (highlight 3-5 good examples.) Children highlight in pencil/crayon green- "I have found" lesson. Teacher highlight in highlighter- minimum within end of unit.
. ✓	Children mark right answers in purple polishing pens, especially in maths. Incorrect answers are marked with a dot. Teacher will highlight in pink for improvement, then children in KS2 use purple polishing pen to self-correct.
T	Check your tense
	Next Steps on Hot Task/Presentations or Assessment pieces as they will make your next targets for writing.

- Full date for all subjects except maths.

Tuesday 17th September 2021
- Number date for maths

17.9.2021
- Write in pencil using cursive script.
- Colouring should be done in pencil (no felt tip to be used in workbooks)
- Incorrect work should be crossed out with one neat ruled line through it and bracketed.
- Highlight year group spellings in yellow.
- Purple Polishing Pens' to edit and self-mark.
- Next Steps shown with "Stamp." Informs targets.
- KS2 Responses to 'Next Steps' to be in pencil. (Response to Hot Task/Presentations or Assessment pieces as they will make your next targets for writing on yellow cards.)
- Plan marking and response times within lessons daily.


This will be placed in front cover of each new Literacy Book.

Minimal marking policy at KS1

That is not to say we've got everything sorted. The younger the children are, the more difficult it is for them to edit their own work and the greater the degree of scaffolding the teacher needs to do.

Group editing

To combat this, in Key Stage 1 (especially with pupils who find writing hard anyway), the teacher often sets them a group editing challenge to do with her after the initial input. As such she can leave the rest of the class to get on with their paired editing.

<p style="text-align: center;">Monday, 17th September GPS L.O. To find the features of a poem. Success Criteria.</p>	<p style="text-align: center;">I can do this.</p>	<p>Independent - I Supported - S Support to get going S→I Discussion - D Guided - G Paired/Group</p>
<p>I have found five adjectives.</p>	<p style="text-align: center;">√</p>	
<p>I have found five powerful verbs.</p>	<p style="text-align: center;">√</p>	
<p>I have found three alliteration words.</p>		
<p>I have found two onomatopoeia.</p>		
<p>I have found punctuation to show suspense.</p>		
<p> Class Target: I have presented my work with care? P- P P+</p>		<p style="text-align: center;">I have worked as hard as I can today. E- E E+</p>

Class target, linked to unit taught, changed with unit. Make specific to Year Group.

Example:

1. I have letter/finger spaces between each of my words.
2. I have formed my lower case letters correctly.
3. I have joined my letters consistently.

The number of 'I have' will depend on the learning.