

# ASHTREE PRIMARY SCHOOL AND NURSERY.

## Marking and Feedback Policy

Date of Policy	February 2018
Next Review Date	December 2019
Person/s Responsible	Staff and Governing Body.

'...providing feedback is one of the most effective ways of improving pupils' learning.'

Education Endowment Foundation April 2016

### Aims:

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
3. 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.
4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.
5. For pupils to take pride in their ability to prepare and complete their work in a neat, consistent style.

### Expectation for all marking and feedback:

- ✎ All pupils' work will be marked before the next lesson for that subject.
- ✎ The correct colour pen will be used by staff members; *Class Teachers – red, Teaching Assistants – green, Supply Teachers – black.*
- ✎ Staff's handwriting will reflect the expectation of the year group they are working with *eg use of lead in lines and joining etc.*
- ✎ The marking code will be followed in all cases *see appendix 1.*
- ✎ The marking code will be accessible to all pupils within the learning environment.
- ✎ Marking and feedback will directly link to the learning objective or the pupil's individual target.
- ✎ All pupils will be given daily opportunities to respond to marking and feedback.
- ✎ All pupil written responses and editing will be completed in purple. Where work is attempted a second time; this will be written next to or below the original work and leaving the error in place for future reference.

- ✎ Pupils' responses will be marked.
- ✎ Next step marking will be seen in each pupil's Maths and Literacy books at least once per week.
- ✎ Marking will differentiate between an error and a misconception. Errors will be marked using the marking code *see appendix one*, misconceptions will be addressed using appropriate scaffolding *see appendix two*.
- ✎ Incorrect letter and number formation will be addressed across all subjects.
- ✎ Marking and feedback in the foundation subjects and homework will reflect the same level of rigour in relation to Literacy and Maths expectations.
- ✎ Children are expected to follow the 3 non-negotiable *see appendix three* rules in all pieces of work.
- ✎ Tier 3 spelling errors will be corrected for the pupils across all subjects. *See appendix five*.
- ✎ Comment will be made to ensure consistency of presentation and handwriting by all pupils. *See appendix six*.
- ✎ Targets will be set at least every four weeks for each pupil following agreed layout and format.

## **Specific expectations for Early Years Foundation Stage:**

- ✎ Where practical activities are assessed through observation and discussion with the pupil *eg learning journal, comments* should be focussed on skills and future learning.
- ✎ Where extended pieces of Maths or Literacy work are completed these will be marked using the codes and practices from Key Stage one but with the adult marking alongside the pupil.

## **Specific expectations for Key Stage One:**

### Literacy:

- ✎ Year 1 will use the marking code and underline any spelling errors in the autumn term and then progress to using the marking code with no underlining.
- ✎ Misconceptions *eg punctuation and grammar* will be addressed through additional follow up tasks and not by simply providing the correct answer.
- ✎ From February half term, Year 2 will begin to identify errors with a dot at the beginning of the line.

### Maths:

- ✎ When marking computation errors a dot will be placed next to an incorrect answer. A response will not always be necessary if it is clear that the child understands the underlying concept. Where work is attempted a second time; this will be written next to the original work and leaving the error in place for future reference.
- ✎ When marking misconceptions and misunderstandings scaffolding comments should be made *see appendix two*.
- ✎ Reversed digits should be underlined.

✎ Investigations and problem solving activities will be marked through discussion and comments linked to the problem solving process.

✎ From February half term, Year 2 will begin to identify errors with a dot at the beginning of the line.

## **Specific expectations for Key Stage Two:**

### **Literacy:**

✎ From February half term, Year 6 will begin to identify errors with a dot at the beginning of the line. From May no indication will be given other than through a comment at the bottom.

✎ Incorrect spellings will be indicated using the marking code but will not be underlined.

✎ Where non-negotiables have not been used this will be marked with a 3 in a circle at the bottom of the work.

### **Maths:**

✎ Where non-negotiables have not been used this will be marked with a 3 in a circle at the bottom of the work.

✎ When marking computation errors a cross will be placed next to an incorrect answer. A response will not always be necessary if it is clear that the child understands the underlying concept. Where work is attempted a second time; this will be written below the original work and leaving the error in place for future reference.

✎ When marking misconceptions and misunderstandings scaffolding comments should be made *see appendix two*.

✎ Investigations and problem solving activities will be marked through discussion and comments linked to the problem solving process.


✎ Errors in exchanging etc should be circled.

## **Responsibilities:**

✎ It is the responsibility of the class teachers to ensure that this policy is consistently carried out, including enabling pupils to respond to feedback tasks.

✎ It is the responsibility of all staff working with pupils to ensure the marking code is consistently adhered to across the school

✎ Each subject co-ordinator has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENCo has responsibility to ensure the policy is appropriately adapted and implemented for SEN pupils. This includes reference in Support Plans and agreements as appropriate.

 It is the responsibility of the LMT to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

## **Equal Opportunities:**

For all children, regardless of race or gender or disability, are ensured by the rigorous application of the school's Equal Opportunities Policy.

## **Special Needs & Inclusion (including CLA):**

Teachers' marking will show an awareness of the children's individual needs and targets. Marking codes and practices from a lower year group may be used to support progress. Effective feedback and marking must be accessible to all pupils and will reflect their individual needs. This may mean writing comments for specific pupils in an accessible colour, it may mean support pupils to read comments, it may mean recording verbal feedback and response. **All amendments to meet the needs of a specific pupil should be recorded in the SEN Support Plan.**

## **Most Able Pupils:**

All teachers are aware of pupils in their class who are on the Most Able register. The needs of a Most Able pupil may be met by enrichment, extension or acceleration activities as appropriate. Teachers' marking will show an awareness of the children's individual needs and targets. Marking codes and practices from a higher year group may be used to support progress and challenge.

## **Monitoring and Evaluation:**

Monitoring of the policy will be done through work scrutiny led by the Headteacher, LMT, TLRs and subject leads as appropriate. It will be monitored for whole school consistency and evaluated for impact on pupils' outcomes.

LMT TLRs and subject leads will also monitor the impact of next step marking through work scrutiny in both maths and literacy as part of lesson observations to monitor the quality of teaching and learning in the school. In EYFS this will also include scrutiny of observational assessment and content of Learning Journals.




Pupil Voice will be used to monitor how next step marking supports them in understanding what they need to do to improve their learning and to make progress.

Work Scrutiny will be used to monitor consistency across the school and impact of the policy on pupil outcomes. A work scrutiny schedule will be used to monitor and feedback will be given to individual teachers.

Evaluation of Feedback and response will be done through the impact on pupil progress, including progress data but also pupil progress meetings and review of SEN provision and impact of the Pupil Premium Grant.

## Appendix 1: Marking Code

Code	Where will this be used	Subject	Year group
?	Where the content or layout does not make sense and specific errors are not identifiable	Written work across all subjects	KS2
SP	Spelling mistake - in the margin of the line containing the error.	Written work across all subjects	Reception ( <i>word underlined</i> ) Year 1 ( <i>autumn term word underlined</i> ) Year 1 ( <i>Sp &amp; Sum</i> ), Y2 ( <i>Autumn &amp; Sp the word is not underlined</i> )
SD or KW	Spelling mistake - in the margin of the line containing the error. The pupil should then use a Dictionary or Key Word Mat to correct the spelling	Written work across all subjects	KS2 Y6 Sept - Feb
Underlined work -Gr	Grammar mistake - gr in the margin of the line containing the error.	Written work across all subjects	KS2 Y6 Sept - Feb
Circled work - P in the margin	Punctuation mistake - in the margin of the line containing the error.	Written work across all subjects	Year 2 Sept - Feb KS2 Y6 Sept - Feb
//	Where a new paragraph was needed	Written work across all subjects	Year 2 Sept - Feb KS2 Y6 Sept - Feb
✓✓	Indicated that this section of work, word or phrase meets the learning objective	Written work across all subjects	KS2
LO ✓	Learning objective met - at the bottom of the work	All subjects	Reception - more formal extended pieces of work KS1 KS2
LO?	Learning objective not met you may need help - at the bottom of the work	All subjects	Reception - more formal extended pieces of work KS1 KS2
TTT	talk to teacher - written	All subjects	

	where further discussion with the pupil is needed to support progress Initialled and dated when this takes place		KS2
	To be written around sections of work words or phrases identifying an area for specific improvement or relating to a further task. This code is then repeated at the bottom of the work with the scaffolding comment or further task.	All subjects	KS2
•	At the start of a line in literacy indicates that there is an error to find. Next to a simple computation error	All written work  Maths	Yr 2 from Feb Y6 from Feb  FS KS1
0	Around an exchanging / carrying error	Maths	KS2
x	Next to a simple computation error	Maths	KS2
	Where one of the Non-negotiable rules has not been followed	All subjects	KS1 KS2
Sup	Work was supported by an adult	All subjects	KS1 KS2
VF	If verbal feedback has been given this code will be used	All subjects	KS1 KS2
	Reversed digits	Maths	KS1 KS2

## Appendix 2 Examples of feedback prompts requesting response.

Writing Prompts	Maths Prompts
Read your work – can you add... (3 full stops, an adverbial which says where, a question mark, etc)	Look back at your work – can you add...(your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/Grammar)	Now try these... (extension questions/Consolidation questions)
If the answer was .... What could the question be?	
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence: .....	Finish this sentence: ..... (Explaining work)
Fill in the blanks: .....	Fill in the blanks: .... $2 + 6 = 6$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
Boom! This sentence by adding ....	
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...?	Tell me ... that have ...?
Tell me two sentences that have adverbials.	Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table? What are the ... of ... ? What are the factors of 42?
Please write another ... connective/sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?
Show me how you think this sentence would work with ...adverbials/connectives/ adjectives.	Show me how you think this will work with ...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ...	Show me how you could do it with ... simpler

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*adverbials, connectives, punctuation?*

*numbers ... fewer numbers ... using a number line?*

*What would happen if...?*

*What would happen if...?*

*e.g. What would happen if you started with 52?*

*What new words today? What do they mean?*

*What new words today? What do they mean?  
What maths words also mean...?*

*Would it work with different numbers?*

*What if you could only use...?*

*What if you could only use ...?*

*e.g. Short sentences, complex sentences, The adjectives for sight and sound?*

*e.g. Multiples of 5, 3 digit numbers, numbers less than 0?*

*What if you could not use...?*

*What if you could not use...?*

*Short sentences, simple sentences, the adjectives for sight?*

*Multiples of 5, 3 digit numbers, numbers less*

*How could you show this answer as a picture?*

*How does this link with ...?*

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## **Appendix 3: Non Negotiables**

### **The Non- Negotiables for Literacy**

Have you checked your spellings on the key word mat?

Have you remembered all your punctuation?

Is it your neatest handwriting?

### **The Non- Negotiables for Maths**

Have you used a ruler to underline?

Have you used the correct number formation?

Is each number in its own square?

## Appendix 4: examples of pupil marking prompts

# Ashtree School


## How does your work get marked?

Mark on your work	What it means
?	I don't understand/ this doesn't make sense
VF	Verbal feedback has been given
Sup	The work has been supported
✓✓	This part of your work meets the learning objective
LO ✓	Learning objective met
LO?	Learning objective not met you may need help
TTT	Talk to teacher

Your teacher may also make a comment on your work; this is for you to read. It will tell you what you have done well, your next step for learning and sometimes an extra task to complete. Please complete this at the bottom of the comment.

You can let your teacher know how you feel about your work by putting a small square of colour next to your work

 I understand completely


 I mostly understand but may need help next time

 That was tricky I don't understand

Remember your work needs an underlined date and LO or title EVERY time you work.

# Ashtree School

## How does your work get marked?

Mark on your work	What it means
?	I don't understand/ this doesn't make sense
Underlined work -SD or KW	Spelling mistake - please correct this underneath using a dictionary or key word mat
Underlined work -Gr	Grammar mistake - please correct this underneath
Circled work - P in the margin	Punctuation mistake - please correct this in another colour in your work
//	You need to start a new paragraph
✓✓	This part of your work meets the learning objective
LO ✓	Learning objective met
LO?	Learning objective not met you may need help
TTT	Talk to teacher
	A cloud around a section of your work is asking you to take another look and try again.

Your teacher may also make a comment on your work; this is for you to read. It will tell you what you have done well, your next step for learning and sometimes an extra task to complete. Please complete this at the bottom of the comment.

You can let your teacher know how you feel about your work by putting a small square of colour next to your work



I understand completely



I mostly understand but may need help next time



That was tricky I don't understand

Remember your work needs an underlined date and LO or title EVERY time you work.

## Appendix 5:

- Tier One: The most basic words e.g. clock, baby, happy, car
- Tier Two: high frequency words for confident word users e.g. rustled, frowned, chariot
- Tier Three: very specific vocabulary (Science or Maths) e.g. symmetrical or opaque

## Appendix 6

### Consistent Presentation Guidance

Children's books or folders will be labelled with a printed label showing their name, year group, class and subject.

Where work is on paper each sheet will show the child's name.

KS1 - all work will have an LO label with the date, in the second half of the summer term Y2 will begin to write this.

KS2 - all work will have an underlined LO or title and an underlined date.

Where paragraphs are used they should be clearly identified and all work should follow the school handwriting style and agreed number formation.

The use of pen for writing is developed only when the pupil's presentation such that this is appropriate. This should not happen before the end of Y2 and the aim is for the majority of pupils to be using pen appropriately by the end of Y4.

All presentation styles taught will reflect both this policy and the end of key stage expectations outlined in the school's curriculum and assessment documentation.