



## **Marking and Feedback Policy September 2021**

### **Aims**

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.

Effective marking and timely feedback are 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.

Through effective marking and feedback, we aim to:

- Show we value the children's work and motivate them to produce high quality work
- Raise children's self-esteem and through praise for what they do well and encourage them to raise their aspirations
- Gauge the children's understanding and identify any misconceptions
- To demonstrate what the children's strengths are and how they can improve their work in the future through timely and high-quality feedback
- Create an ethos where mistakes are acceptable as long as learning allows children to remedy them
- Embed opportunities for the child to learn how to assess their own work critically in order to create independence in learning and responsibility their own improvements
- Embed opportunities for the children to assess each other's work identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism
- Create challenging but achievable targets for improvement
- Provide a constant basis for summative and formative assessment
- Provide a basis for lesson planning
- Establish a consistent approach to marking against specific learning criteria so that children understand how their work is marked

At Chilton Academy you will find different ways in which work is marked.

### **Guided**

Particularly on day 1 in Power Literacy, you will see books are marked as Guided. Here the teacher has heavily supported the learning to enable the children to understand the structure to answering questions on day 2 and 3 with a partner then independently. This cannot be used as formative assessment due to teacher input. In maths one may see Guided where a child is struggling to grasp a concept and therefore needs support throughout the lesson by a member of staff. Spelling stickers may be used where spelling errors are found.

### **Live Marked**

The teacher may have worked with a group of pupils during the lesson, and marked their work as the lesson was happening. They will have used ticks and dots and the child may have been asked to add

extra information, or try a question again. You will see LM written by the teacher at the bottom of the work. They will not live mark the whole class – only ¼ per lesson.

### **LO met**

Where a pupil has met the Learning Objective a selection of books from the lesson will be marked as LO met. This work can be used towards formative assessment.

### **LO partly/not met**

Where a pupil has partly or not met the Learning Objective during the lesson, you will see work marked as LO partly met or LO not met.

Here the teacher will address the task later during afternoon intervention or in the next lesson (if the LO is the same).

Where the child has not met the LO, the work will be marked LO not met, then once the intervention has occurred, the teacher will write LO met and the date. This is to evidence that intervention has taken place to address gaps in learning.

### **Verbal Feedback given**

Verbal Feedback (VF) is given when the teacher has had a discussion regarding the child's work with the child during the lesson. The teacher will write VF given, and then create a bullet-pointed list of the issues that have been discussed by the child. These may include: understanding of LO, presentation or letter formation and handwriting. Again, only a small selection of books per lesson will be marked as VF given as staff will not have time to have quality, in-depth conversations with all children.

### **Quality Marking**

One in four pieces of work in each child's book should be quality marked. Teachers should focus first and foremost upon the **LO of the task**. The emphasis should be on both successes against the LO and an improvement need for the child. When quality marking, teachers should:

- Read the entire piece of work
- Use a green highlighter to highlight up to 3 examples of where the child has met the LO and write a clearly focussed comment linked to this
- Use an orange highlighter to highlight an improvement need, writing a specific improvement prompt which the child can respond to – there must be an improvement for the child to make to their work.

Children will be given time to respond to the comments they are given before they start their next piece of work. Feedback comments must be constructed to require a response by pupils, at an appropriate level of challenge.

In order to encourage pace, sometimes children will not get a chance to respond to feedback before they start their next piece of work. If this is the case, the children should respond on a post it note which can then be stuck in their book.

On Day 5 of Power Literacy (Writing Day), the teacher will:

- Highlight the scoring matrix in green according to which evidence is seen within the piece of writing, with corresponding green flashes within the work.
- Choose one SPaG focus, or content focus which cannot be seen (or needs strengthening) on the scoring matrix and highlight this in orange. Highlight on the work where this improvement could fit.
- Write a description of how the child could meet this SPaG or content focus, allowing the child time at the beginning of the next lesson to respond.
- Orange flash should (if needed) be heavily structured to ensure children grasp/achieve the SPaG focus

Quality Marking will be seen in all year groups from Reception - Y6. If you are covering a class, it is your duty to mark quality mark at least 1/4 of the books. This work can be used as formative assessment and collected as evidence.

### **Self/Peer Marking**

On Fridays during WIK and during the Starter for 10 in maths children will peer mark – staff to ensure children do small ticks for correct answers and dots where incorrect.

Children can self-mark their own homework, again ensuring this is completed neatly.

NO OTHER PEER MARKING CAN HAPPEN IN LESSONS.

### **Non-negotiable Procedures**

- Teachers and teachers of PTL groups will mark children's work in red pen and initial all work.
- If the person marking the work is not the usual class teacher, they should also add their initials to the marking
- Support staff will mark children's work in red pen and initial
- Students mark in green pen and initial
- All marking should be written following the school handwriting policy in order to model correct letter formation and joins
- Green and orange highlighters should only be used when Quality Marking; they should not be used for any other marking
- Green flash after the completed work, then orange
- Incorrect spellings of days and months in the date should be picked up by the teacher with evidence of children practising the correct spellings. This may not be evidenced as part of the Quality Marking procedure in KS1 or KS2 and should be carried out on spelling stickers
- Stickers, stamps and team points are encouraged to celebrate successes with children
- In Power Maths, ticks are to be used to indicate a correct answer with a dot used to indicate an incorrect answer
- Spelling corrections (a maximum of three per piece of work) should be addressed and children are required to copy out the correct spelling three times. This can be done as part of the quality marking process in EYFS only. In other year groups spelling will be addressed separately (unless the LO is a spelling LO). Staff to use the correct spelling sticker format to ensure a high standard of presentation
- If you teach it, you mark it
- Work should be marked before the children receive their books again
- No work should go unmarked
- Children should never be given a red pen and be asked to mark books
- A range of marking MUST be evident.
- Spelling should not be the focus of an orange flash in KS1 or KS2 (unless the LO is a spelling LO).
- All books (including sketchbooks) should be marked
- **You must ensure the children's work is checked thoroughly – staff will be held to account where multiple mistakes are made where work has not been marked correctly.**

### **Responsibilities**

It is the responsibility of the class teacher 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, where the policy is not being adhered to please ensure a member of the SLT team are informed.

Each curriculum team leader has the responsibility for monitoring that the policy is being consistently carried out in their particular subject area. Likewise the SENDCo has responsibility to ensure the policy is appropriately adapted and implemented for SEND pupils. This includes reference in Support Plans and agreements as appropriate.

It is the responsibility of the Literacy Lead to ensure this policy is followed in Literacy/SPaG books. It is the responsibility of the Maths Lead to ensure this policy is followed in Maths books.

Curriculum Leads to ensure the policy is followed in Foundation subjects. Assistant Headteacher to liaise with the Subject Leaders and to feed back to the Headteacher and Governors on the implementation of the policy, its consistency across the school and the impact it has upon progress each term.

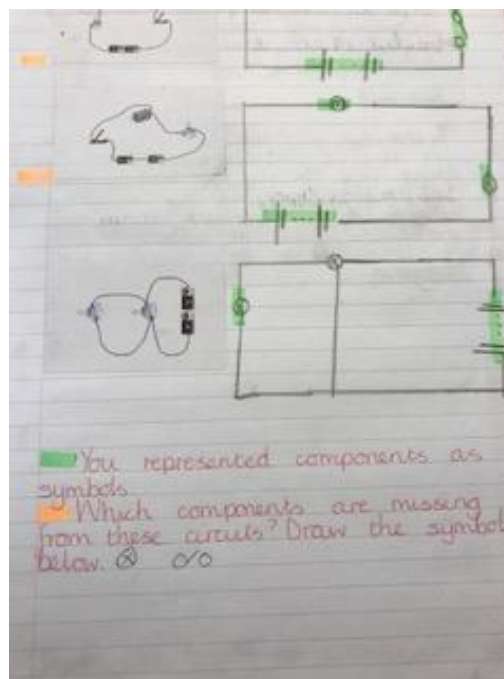
It is the responsibility of the Headteacher to ensure that effective marking and feedback is monitored and evaluated as part of the quality assurance of teaching and learning across the school.

**Reviewed: September 2021**

**Next Review: September 2022**

**Adopted by Governing Body March 2022**

**Examples of good practice.**



2	6	2	1
5	6	3	5
8	7	2	2

Amazing! Your puzzle works!  
 Try this

- 1) My number has an even number in the thousands
- 2) It has a multiple of 3 in the hundreds

~~1476~~  
~~2434~~  
~~3642~~  
~~4857~~  
6912

- 3) If you add the tens and the ones it is less than 4

My number is 6912