



Marking and Feedback Policy

September 2017

This policy was reviewed by Governors

Signed by: Chair of Governors

Signed by: Head teacher

Date: To be reviewed Spring 2019

Rationale

Plaistow Primary School believe feedback and marking should be constructive for every child, focusing on success as well as improvement needs against learning intentions; enabling children to become reflective learners and help them to close the gap between current and desired performance. In addition, marking helps teachers understand what pupils are able to do and what their future learning needs are and enables teachers to plan appropriately for each child's needs. It is therefore an important part of teacher assessment.

Marking will be effective when:


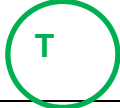



- it relates to the learning objective and success criteria
- it gives recognition and appropriate praise for achievement
- it gives clear actions for improvement which children respond to
- it informs future planning
- it is written in child friendly language
- It is positive and motivating for children
- It is written to reflect the child's level of comprehension
- It is given promptly and regularly
- it is consistent throughout the school
- it reflects the school handwriting policy
- it is manageable for teachers

How we mark and provide feedback at Plaistow Primary School

Generic marking across the curriculum

- All work is marked daily by the teacher in **Green Pen**.
- The L.O should be highlighted in **green** if it has been fully met and left blank if not.
- **Green** highlighters to be used for correct answers.
- Orange highlighters for incorrect responses.
- All responding to marking and editing is done in **Red Pen** by the pupil.
- All marking should set the example of clear and legible handwriting
- All marking should follow the marking policy and codes
- All marking should relate to the learning objective and success criteria
- Peer/self-assessment should always be acknowledged by the teacher
- Teaching assistants should mark in **blue pen**, highlighting the support given
- Pupil target trackers to be updated when marking.
- When a teacher finishes marking a book, the book should be annotated with the teacher's initials.
- Handwriting should be picked up on if it is not following the policy and/or if the presentation of work is not to a high enough standard.
- For all written work teachers should highlight "Zero tolerance errors" in yellow. The children will respond to this in red pen.
- Marking can be done in the lesson with the children.

Symbols for Marking for KS1 and KS2

	<p><u>Worked with support</u> Pupil worked with support from the teaching assistant.</p>
	<p><u>Worked with the teacher</u> Pupil worked with the teacher</p>
	<p><u>Verbal Feedback</u> Pupil had verbal feedback from the teacher – this symbol should then be followed by a statement referencing what was discussed between the teacher and pupil. From this point on it should be clear that this verbal feedback has had impact. <i>For example: If the teacher has written ‘VF speech marks’ it should be evident from that point on that the child has attempted to take on your feedback.</i> The verbal feedback symbol should briefly state the main point of what was discussed.</p>
 - - - - -	<p><u>Spelling</u> A maximum of three spellings per piece of work should be identified for the child to correct by the teacher. The spellings identified must be either from the spellings learnt that week or very recently, a word they will need to use in their next piece of writing or word from their year group word list. *Please note some children should be encouraged to spot their own mistakes and correct those using appropriate resources such as word banks/dictionaries. t h e i r t _ _ _ r _ _ _ _ _</p>
	<p><u>Next step targets</u> Targeted next steps are written to identify clearly to the pupil what they need to do to further improve their work/ meet the learning objective. These should be given to enable pupils to learn and further develop the task and/or have impact on their next piece of work. Next steps can also be directed towards an academic aim, a personal target or in relation to their IEP's. Adults <u>must</u> then acknowledge the pupil's response by a tick and initial in <u>green pen</u> along with a comment if needed. If the pupil's response is not correct, this should be addressed in your response.</p>

Maths

Daily marking

- Teachers should use their **green** and **orange** highlighter to acknowledge at least one question completed correctly and one that requires checking or responding to.
- Pupils should respond daily to the orange highlighted question.
- Teacher should highlight the L.O. in **green** if it has been met **fully**.

Close Marking (in depth marking once every 5 lessons)

- **Every** question should be marked.
- Highlighters should be used using the same guidelines as daily marking.
- A positive comment that uses the pupils names, is personalised and related to learning objective.
- **Next step (NS)** or **responding to marking (RTM)** comment.
- Pupils must respond to the marking in red pen.
- Adults **must** then acknowledge the pupil's response by a tick and initial in **Green Pen. (see appendix 1)**

English

Reading (Daily)

Teachers should use their **green** and **orange** highlighter to acknowledge at least one question completed correctly and one that requires checking or responding to.

Writing- (Daily)

Teachers should use their **green** and **orange** highlighter to acknowledge at least one question completed correctly and one that requires checking or responding to.

Marking extended pieces of writing (in depth once a week)

Explanation	Examples
<p>Teachers should use their Green highlighter to acknowledge areas of writing which meet the success criteria/are a focus for the piece of work such as an element of grammar, punctuation or vocabulary.</p>	<p><u>Under the clock</u>, he stood and waited.</p> <p>How <u>astonishing</u> was that!</p>
<p>Orange highlighter to acknowledge an area of grammar that requires checking or editing. Pupils should respond daily to the orange highlighted area with either corrections or editing.</p> <p>*Please note some children will need this explicitly pointed out, whereas others would need this to become a next step. (<i>Can you find the sentence which is grammatically incorrect?</i>)</p>	<p>We <u>was waiting</u> for the train.</p> <p>Last Tuesday <u>we done</u> a test.</p>
<p>Yellow highlighter should be used for zero tolerance errors which are full stops and capital letters, in a section of the children's work.</p>	<p>the rabbit hopped as fast as he could</p> <p>Later that day, mr bumble arrived in london.</p>
<p>A positive comment should be given before any progressive comments.</p>	<p>I really like the way you...</p> <p>You have worked hard on...</p> <p>You have improved...</p> <p>I am really impressed with...</p> <p>You now understand how to...</p> <p>You have shown that you...</p> <p>You thought carefully about...</p>
<p>Following the positive comment, the pupil should be given a next step for that pupil to progress further.</p>	<p>I would like you now to...</p> <p>Can you up-level this word/phrase/sentence?</p> <p>Can you add in ___?</p> <p>Find an alternative for...</p> <p>Highlight the sentence where you have...</p> <p>Can you improve this ___?</p> <p>Complete this sentence with...</p> <p>Find the sentence that doesn't make sense.</p> <p>Can you find where your tense is muddled?</p> <p>Can you identify the misspelt word in this sentence?</p> <p>Can you list three...?</p>

Self-Assessment in writing

Children to complete a marking ladder highlighting features in writing:

Number (underline in writing)	Feature	Teacher comment
1	Correctly used speech punctuation	
2	Expanded noun phrase	
3	Fronted Adverbial	
4	Use of conjunction Because	
5	That	
6	although	
7	Challenge: Add a relative clause	

Homework

For marking expectations for homework please see the homework policy

PPC marking (For every unit:)

	Feedback Expectations
Science	Higher Order Thinking (HOT) question for one piece of work each unit that is directly linked to learning and encourages children to apply a scientific skill Ongoing: correcting use of scientific vocabulary and concepts.
Art & DT	To follow
History & Geography	Higher Order Thinking (HOT) question for one piece of work each unit that is directly linked to learning and encourages children to apply a skill or an idea learnt to a different context. Ongoing: correcting use of subject specific vocabulary
RE	Children to complete a reflection bubble for every topic in RE that is learnt. This is to be used as teacher assessment and should be marked using HOT questions and checked for vocabulary Ongoing: correcting use of subject specific vocabulary
Spanish	Children to complete a reflection bubble for every topic in Spanish that is learnt
PSHCE	Higher Order Thinking (HOT) question for one piece of work each unit that is directly linked to learning and encourages children to apply a skill or an idea learnt to a different context. Ongoing: correcting use of subject specific vocabulary
Extended writing in PPC	Extended writing to be marked the same as extended writing in English. Peer assessment marking ladder to be included for children to assess their own work and peer assess using the success criteria as a measure Handwriting to be marked and assessed through the extended writing piece. A sentence/section to be highlighted for the children to use when practicing using the correct joins
For all subjects	Yellow highlighter should be used for zero tolerance errors which are full stops and capital letters, in a section of the children's work.

Marking in the EYFS (Reception)

In the Early Years Foundation Stage all writing will be marked. The focus for marking will be the LO. The progress children make will be measured against the Early Learning Goals for Reading and Writing and also Year One readiness.

- Where necessary, children's work will be annotated and verbal feedback given to each child as they work and at the end of the task.
- In line with school policy, missing capital letters and full stops will be indicated with a **yellow highlighter**.
- The L.O should be highlighted in **green** if it has been fully met and left blank if not.
- All work to be marked in green.







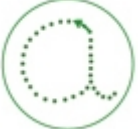



Differentiation

- When children are initially learning to write, for less able children and struggling writers ticks will be given for representing the initial sounds of words correctly. As writing develops subsequent sounds will be ticked.
- For more able writers words which are phonetically plausible and red words spelled correctly will be ticked.
- Additionally a letter code will be used to explain further how the work was completed.

I	Independent
AS	Adult support was given – this should be clarified with a comment, e.g. As I sounded out each word Iga wrote the correct letters.
VF	Verbal Feedback given

Marking Key

The marking key is illustrated below. This will be stuck in the child's book and highlighted to indicate what the child has done and what they need to do to improve. Features that are included in the writing will be highlighted green. One area will be set as a target for the child to think about in their next piece of writing – highlighted orange.

	Writing on the line
	Capital letters
	Full stops
	Finger spaces
	Holding pencil correctly
I	Independent work
	Sounded out words
	Letter formation
	Read and check / Does it make sense?
	Check red words
	Great ideas



Monitoring and evaluating this policy

This policy will be monitored through further consultation of staff and through the planned reviews.

Children's books will be monitored by phase leaders and middle managers, with written and verbal feedback given to individual members of staff.

Middle leaders will monitor subject specific marking as part of their monitoring role.

Appendix 1

Examples of Next Steps and Responding to marking in maths

Next step targets (N.S.) are written to identify clearly to the pupil what they need to do to progress further within the unit. These should be given to enable pupils to learn and move on from the set task.

Next steps can also be directed towards an academic aim or in relation to their IEP's. (SEN).

e.g. You have clearly understood how to order 6 digit numbers.

N.S. Aim to round 6 digit numbers to their nearest 10, 100, 1000.

Responding To Marking (RTM)

These are used to further challenge the pupil or consolidate learning of the objective. It could be a question to check the pupils understanding of the task just set. Also it can be used to extend the pupils understanding and help you consider the objective for that pupil for the following day. Responding to marking can be written in question and must benefit both the adult and the pupil.

e.g. RTM: Well done you have understood how to order 6 digit numbers. Can you order these 7 digit numbers for me?

1234567 2345678 1324354 2435465

e.g. RTM: Well done you have tried extremely hard to order 6 digit numbers. Can you share with me an area of today's lesson that you found difficult.