



# Elburton Primary School

## Marking & Feedback Policy

February 2020	Policy Agreed
February 2022	Review Date
January 2022	Policy Reviewed
January 2024	Review Date
<b>Date</b>	<b>Description</b>

## **Aims & Purpose**

We believe feedback and marking should be an on-going two way process which provides constructive responses to every child, focusing on success and the improvements needed to achieve the learning objectives. This will enable children to become reflective learners and progress further in their attainment of knowledge, skills and understanding.

### **Marking and feedback should:**

- ✓ Be manageable for teachers and children and involve all adults working within the classroom
- ✓ Relate to learning objectives and key skills, which are shared with the children in each lesson.
- ✓ Give children opportunities to become aware of and reflect on their learning needs.
- ✓ Give recognition and appropriate praise for achievement, showing that their work is valued
- ✓ Give clear strategies for improvement and development, with a strong focus on securing basic skills.
- ✓ Involve children in the process (whether oral or written), to ensure understanding
- ✓ Take a sensitive approach and demonstrate awareness of individual learning needs and attainment, maintaining high expectations
- ✓ Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- ✓ Give immediate feedback and guidance on misconceptions through 'live' marking when working with individuals, or with a group.
- ✓ Inform future planning and individual target setting.
- ✓ Be accessible to children
- ✓ Use consistent codes throughout the school.
- ✓ Encourage and teach children to self-mark or pair mark, wherever possible before the teacher works with the child.
- ✓ Provide a dialogue between the child and teacher where opportunities to become aware of and reflect on their learning needs are recognised. (This includes key spelling, punctuation and grammar).
- ✓ Allow specific time for children to read, reflect and respond to marking.
- ✓ Ultimately be seen by children as a positive step in improving their learning

## **Our Approach to Marking**

At Elburton Primary School, we have identified five marking/feedback procedures that will be used, depending on pupil need, the nature of the task and teacher judgment. The key question we ask when selecting which procedures to use: Is my feedback helping every child in my class to make progress?

The five procedures are:

### **1. Live Marking and feedback**

Feedback from the teacher that prompts children to think more deeply at the point of learning, addressing misconceptions quickly and moving learning forwards. This immediate feedback may be verbal or written. It could be given in the form of targeted questioning to clarify or refocus learning in a lesson, mini-plenaries or mid-lesson adjustments. It could also be verbal feedback given 1:1 as a result of pupil conferencing or on a group basis. Live marking and feedback is encouraged as the preferred way of marking. Adults working in class will mark correct work and identify misconceptions at the point of need, to move learning forwards.

### **2. Light Marking**

Acknowledgement and recognition of attainment and/or progress, success and completion of children's work. This may be given in the form of a highlighter (see codes below), tick, brief comment, stamp, sticker or response to self/peer assessment. This is less about having an immediate impact on learning and more about establishing positive relationships as well as a culture of valuing hard work.

### **3. Responsive Marking**

A response from pupils is required to strengthen the teaching and learning process, in order to accelerate and deepen learning, this may not be written in books and will depend on individual learning needs. This feedback given to pupils, through marking and reviewing work, provides either scaffolding, consolidation, questions or extension steps for every pupil to ensure progress. It focuses on success and improvement needs

against the learning objectives/success criteria/key skills, enabling pupils to become reflective learners and helping them to move their learning forwards.

Responsive marking informs the planning cycle, enabling misconceptions to be rapidly addressed by the teacher in lessons.

- ✓ Responsive marking will appear in green pen. It indicates to the child that a response is required to the marking.
- ✓ We will ensure that time is allocated for pupils to respond to their written /oral comments by the class teachers so they can act upon the correct edit and improve moments.
- ✓ Dictionaries and spell checkers need to be made available for this process.

#### **4. Self/Peer Assessment**

Self-evaluation or feedback from peers that focuses on successes and areas for development in recorded outcomes. This could be achieved through a variety of procedures in the classroom: peer critiquing, collaborative editing on the IWB, galleries of work etc. Children are encouraged to give feedback that is kind, specific and helpful, which moves learning forwards.

#### **5. No Marking**

At some points in learning it is entirely appropriate not to mark or respond directly to children's work, especially when photos are used to capture learning.


#### **Editing**

Editing is a key part of the curriculum and is considered to be a key skill in the writing process. Children use 'Purple Polishing Pens' to correct misconceptions and edit their work. This is done both independently and in mixed ability pairings.

From Year 2, all editing, self-assessment, peer assessment and response to marking by children will be completed in **purple** pen. All adult feedback in books will be completed in green pen.

#### **Spellings**

In Year 1, some key spellings such as red words are identified and the children copy x3 below their work.

From Year 2, spellings will be identified with a  and the correct spelling will be recorded for the children to copy x3. Children to progress from doing this with adult support to undertaking it independently or with peer support.

#### **Expectations**

Maths and English – all types of marking.

Foundation subjects – predominantly live and light marking afterwards but if giving a response it needs to be related to the learning objective.

Self and peer assessment used regularly across the curriculum.

#### **Symbols**

**Yellow:** From Year 1, highlighted text in yellow indicates examples (no more than 3) of the child's success against the Learning Intention/success criteria. (e.g. if the learning objective was to use fronted adverbials, fronted adverbials used correctly in the text would be highlighted.)



A green dot shows the answer needs checking.



Teacher comments and prompts in green pen.



A wavy line indicates that a key word is spelt incorrectly, and the child will copy the word x3 below.



A circle indicates missing or incorrect punctuation and the child will use **purple polishing pen** to correct mistakes.



The activity was led and or marked by a teaching assistant.



Children edit their work with a **purple polishing pen**.

### **Layout in Books**

Reference to a Learning Intention will be present in all pieces of work across the school. In KS1 and KS2 **LI** indicates the learning objective for the lesson. All learning objectives will be displayed on the left-hand side of the page on the line below the date.

Expected layout in books;

**4.3.21**

**LI: To use powerful adjectives to describe a character**

Margins may or may not be used depending on the lesson intention and subject.

### **Expectations of Presentation**

There is a collective responsibility across the teaching staff that high expectations are set in the presentation of children's work. Teachers will encourage pupils to take pride in their presentation and ensure that clear expectations are communicated to them in every lesson:

- ✓ Work needs to be dated and the LI needs to be underlined with a ruler (not free hand) and in pencil.
- ✓ Handwriting must be of a standard in line with teacher expectations for individual children.
- ✓ Any work that is not of a sufficient standard should be addressed and discussed with the child – in some cases this will require for the piece of work to be reproduced.

### **End of Unit Writes**

Children will begin the process by planning their piece of writing through a story/text map, use a 'Boxing Up' grid or other appropriate device in their literacy book.

The teacher will provide a toolkit or create a tool kit with the children which identifies the grammar, punctuation and features of the unit linked to the writing ladder.

The teacher will use the planning document and toolkit to model the writing process. The children then use their own planning document to write in the genre independently.

In KS1, children will use their original story map/boxing up grid only to support them to write in their 'Independent Writing Books.' This will then be levelled using the schools 'Writing Ladders.'

In KS2, teachers will mark after each part of the writing process following the model. This will be general, non-specific marking which suggests areas the children may need to improve or add. Spellings and punctuation should not be specifically identified.

Children are given time to edit their work and peer assess before writing this work up into their purple independent writing book. This is then assessed by both the child and teacher against the writing ladder criteria outlined on the tool kit which is stuck into the child's purple book.

Outcomes are used to inform teacher assessment and set individual targets.

### **Reward Systems**

Children will be rewarded a Dojo point for any positive aspect of their work linked to the school drivers. This will be indicated with DJ printed by their work.