



## MARKING AND FEEDBACK POLICY

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## Marking and Feedback Policy

### Vision

Assessing pupils' learning and progress is a vital part of teachers' professional work. Crucially, it should celebrate pupils' learning, recognise their achievements against the shared learning intentions, and identify and describe what pupils need to learn next, or what they need to do to improve their work. Assessment is far more effective in supporting learning if it is shared with the pupil. This sharing is the purpose of marking work and giving feedback to pupils.

### Aims

We believe that the following principals should underpin all marking and feedback. Work is marked and feedback offered, 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;
- Give the children a clear general picture of how far they have come in their learning, and what they need to learn next;
- Offer the children specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them, and show them how they can improve their work in the future;
- Promote self-assessment, whereby the children recognise their learning challenges, 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 (see Assessment Policy);
- Provide the ongoing assessment that should inform our future lesson-planning;

### Marking and Feedback Procedures

We have a system of consistent practice in the way work is marked and the use of marking symbols, in order to enable pupils to understand more readily the feedback given. Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. Teachers aim to mark pupils work in the moment so misconceptions can be addressed quickly and not carried forwards to future learning. The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher'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:

- Teachers celebrate the positives in pupils work through the use of green pens and highlighters and areas for improvement are marked in orange.
- 'S' indicates work completed with adult support and 'I' is used to indicate independent work.
- Verbal feedback may occur whilst the children are working or after the learning has taken place. A record of this is shown on children's work using a 'VF' code or stamp.

## Marking and Feedback Expectations

### English

#### Cold Write

- Only green highlighting
- Success criteria stuck in after the cold write
- Target for Hot Write set at the cold write
- Assessed against the Greenleas Grids to identify gaps in learning which need addressing in the next unit.

#### Warm Write

- Live marking within the lesson
- Each child to receive verbal feedback over the week – this does not need to be evidenced with a VF stamp or code.
- Green and orange to be used during VF
- **Green:**
  - Writing which is reflective of the LO
  - Vocabulary choices
  - Correct punctuation
  - Anything that makes you think 'I like that!'
  - Spelling words on their Focus 5 grids/RWI words/Spell it out words
- **Orange:**
  - An orange dot is to be placed in the margin next to a sentence where there is something missing. For example:
    - a word has been omitted
    - CL
    - Punctuation
  - At the beginning of the academic year, any punctuation or CL missing from the sentence can be annotated in with an orange highlighter. Similarly, if teaching a type of punctuation for the first time e.g. commas after fronted adverbials, these can be annotated in. As time progresses, the scaffolding of this feedback should be withdrawn and the dot in the margin would take over. Annotation of punctuation and CL is for teachers to make a judgement based on the pupils' attainment.
  - Any orange dot in the margin is to be actioned by the children. Once they have actioned it, they are to do a small tick next to the orange dot to show they have actioned it and acknowledged their feedback. Teachers are to then green this tick if they have accurately actioned their feedback. This can be done during or after the lesson. If they have completed their editing incorrectly, this is to be picked up with the child.
  - Spelling errors which the individual should know. E.g. if working at ARE in Year 3, any Year 1 or 2 CEW should be orange.
  - Orange wavy line under any words where the word choice should be improved. E.g. The ant was small. The child would be expected to improve small to e.g. minute.

#### Hot Write

- Orange up to 5 incorrect spellings which are recorded on their spelling sheets.

- Green work which is reflective of the success criteria, vocabulary choices, accurate punctuation etc.
- Orange incorrect punctuation, missing CL etc.

### **Mathematics**

Teachers and Teaching Assistants endeavour to mark work with children during the lesson so that immediate feedback can be given:

- Marking is completed through green highlighting through the correct answers. Orange highlighting through any incorrect answer to indicate errors (crosses are not needed).
- Where children have work marked in orange this is communicated to children as “have another go” rather than they have got it wrong where appropriate.
- High expectations of presentation should be communicated and modelled. Any errors/ incorrect workings should be scored through with a single pencil line and the revised answers written above,
- Jotters are monitored by adults during the regular first half of the lesson, verbal feedback is given to the children about any misconceptions and/or errors shown,
- Workbooks - any oranges not identified/marked during the second-half of the lesson should be revisited by children the next day. Again, adults need to regularly review books to ensure that children are doing this and to ensure that corrected answers are marked,
- Journals - these should be marked regularly in the same way as workbooks with opportunities given to action any oranges and/or respond to teacher comments.

### **Spelling**

At Greenleas, we recognise the importance of writing across all areas of the curriculum. All children from Years 1-4 have a Focus set of spellings building the children gradually up to their Focus 5. To support children in learning and applying these spellings where these Focus 5 spellings are incorrect they will be highlighted orange for correcting.

Children also have a spelling book which they use as part of their spelling lessons. These books are marked and spelling mistakes are corrected either in the moment with orange highlighting or before they start their next lessons. Where appropriate, staff will only highlight the part of the word they have spelt incorrectly rather than the whole word. In other instances, a dot at the beginning of the line is used for the children to identify for themselves which word is incorrectly spelt. These approaches are dependent on the individual child.

### **Foundation Subjects**

Subject specific work will be marked after the lesson has been completed unless obvious strengths or errors are identified in the lesson. The following feedback will be provided to the children through the marking:

- The learning objective (LO) is highlighted green if the children have achieved the learning objective.
- Green highlighting is used throughout the children’s work to celebrate the children’s achievements. These achievements could be subject specific or related to their children’s Focus 5 spellings.
- Where knowledge errors are made by the children these will be marked in orange and children will be given the opportunity to self-correct these mistakes either in the moment or before the next lesson.

- Orange highlighting will focus on the spelling of subject specific vocabulary or children's Focus 5 spellings. If a child has more than 3 errors then this will be addressed through verbal feedback from the teacher or teaching assistant.

### **Early Years**

Where appropriate the subject specific approach to marking is used in Early Years as well. However, we recognise that the children complete most of their learning practically through their play. Staff endeavour to address misconceptions in the moment through quality interactions with our highly skilled teachers and teaching assistants.

In their early mark making stage, staff focus on correcting letter and number formation building to spellings when the individual child is ready. Green and orange highlighters are used to ensure consistency with the rest of the school.

### **Monitoring and Evaluation**

Senior, Middle and Subject Leaders conduct work scrutiny each year which includes the monitoring and evaluation of marking and feedback.