



Lenham Primary School
Marking and Feedback Policy
May 2017

'Take Pride, Be Proud'

Named member of staff: Sarah Howell

Named Governor: Ceri Norey

Introduction

This policy is central to the school's purpose as a place of learning. It reflects our shared values and our aspirations for all members of the school community in their capacity as lifelong learners.

(This policy must be read in conjunction with the Teaching and Learning policy and the Monitoring and Evaluation policy)

KEY PRINCIPLES

At Lenham Primary School we recognise that;

1. Marking and feedback to pupils, both written and oral are important aspects of assessment
2. Effective and efficient marking and feedback should cater for different subjects and different age groups across the school
3. Effective oral and written feedback promotes learning and aides progress

MARKING AND FEEDBACK

Marking should reflect the success criteria shared with the pupils each lesson. They can be explained to children in EYFS and KS1 as 'Remember to..' Clear criteria/steps will support the children in identifying and using the steps they need to take during the lesson in order to be successful in their learning. These steps can be given to the children or created with the child during the lesson.

It is important that feedback is given to the pupil by the teacher and, whether the feedback is verbal or written, is acted upon by the pupil. When feedback is given within a lesson it must be responded to immediately by the pupil. When feedback is given after the lesson pupils must be given sufficient time to respond. 'Fix it Time' should be planned for at the start of each lesson.

In most year groups, where tick sheets are used to evidence specific elements of writing, these sheets will be updated x3 per term. The will be done more frequently when preparing for formal moderation. The completion of the tick sheet will replace the need for the usual developmental marking regime.

If children make an error in their work they will put a single line, drawn with a pencil and ruler, through it. When children are making improvements to their work this will be completed using a 'purple polishing pen'.

MARKING IN EYFS AND KS1

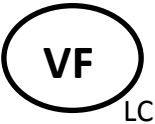

Year R

Staff can use electronic means to record individual observations and assessments. Details of the child's name, date of observation, observation notes, name of staff recording the information and next steps should be recorded.

When a child produces a physical piece of work staff should always record the child's name and date. An indication should also be made as to whether the work was completed with guidance or independently using the abbreviations below:

CI TI TD	CI: child initiated TI: teacher initiated TD: teacher directed
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Feedback based on the form of 'a star and a wish' will be immediate and verbal.
The following codes should be used;

	Verbal feedback given with adults' initials underneath
	Indicates where a pupil has responded to verbal feedback




The improvement, as detailed by the 'wish' in the feedback should be evident in the improvements made by the pupil at the time of the feedback.

When teachers are annotating a piece of work, and in particular writing, they will add, when necessary, a corrected version of the words written by the child so it can be read by other adults and the child.

Year 1 and Year 2

Year 1 and Year 2 Marking Code	
1HP	A house point for good work
	A missed full stop
	Spelling errors will either be underlined for the pupil to correct or corrected by the



	teacher, as appropriate to the ability of the child. These should be high frequency words or adventurous word which cannot be read, differentiated according to individual needs.
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C 	C written and missing or misused capital letters circled
	Verbal feedback given with adults' initials underneath
	Indicates where a pupil has responded to verbal feedback
T T A I G P	T – Teacher supported TA – Teaching Assistant supported I – independent learning G – group work P – paired work

Year 1 Additional comments
<p>In terms 1 and 2 staff will follow the marking policy for Year R. Towards the end of Term 2 some children will have comments on their work.</p> <p>Terms 3 and 4 are the transition period between the two phases in Year 1 and the marking strategy used will depend upon the developmental stage of the pupils.</p> <p>In Terms 5 and 6 developmental marking of English and Maths will be based on the idea of 'a star and a wish' The positive comment will be written against a green dot. The area for improvement will be written against a pink dot and must be responded to by the pupils in 'Fix it Time'.</p> <p>Staff need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.</p>

Year 2 Additional comments
<p>Developmental marking of English and Maths will be based on the idea of 'a star and a wish' The positive comment will be written against a green dot. The area for improvement will be written against a pink dot and must be responded to by the pupils in 'Fix it Time'.</p> <p>Staff need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.</p> <p>Children need to self-assess how well they have understood their learning by completing the 'traffic light' symbol on the WALT sticker.</p> <p>In Terms 4 and 5, the use of the marking codes when marking written work must be stopped in order that the work is improved using independent learning skills. This is necessary when preparing for the moderation of written work in Term 6.</p>

MARKING IN KS2

Marking Code in KS2	
1HP	1 house point for good work
Words, phrases, sentences	Areas highlighted in green indicate, words, phrases or sentences that have been used well. 2-3 should be indicated in each piece of extended writing
P	Written in the margin and punctuation omission or error circled in the text
^	Word missing
Sp _____	Written in the margin and a maximum of 3 errors underlined.
//	New paragraph required
	Verbal feedback given with adults initials underneath
	Indicates where a pupil has responded to verbal feedback

Year 3 and Year 4 Additional comments

Developmental marking of English and Maths will be based on the idea of 'a star and a wish'. The positive comment will be written against a green dot. The area for improvement will be written against a pink dot and must be responded to by the pupils in 'Fix it Time'.

Children need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.

Children need to self-assess how well they have understood their learning by completing the 'traffic light' symbol on the WALT sticker.

Teachers will mark the appropriate number of spellings to be corrected according to the needs of the individual children.

Year 5 Additional comments

Developmental marking of English and Maths will be based on the idea of 'a star and a wish' The positive comment will be written against a green dot. The area for improvement will be written against a pink dot and must be responded to by the pupils in 'Fix it Time'.

Children need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.

Children need to self-assess how well they have understood their learning by completing the 'traffic light'

symbol on the WALT sticker.

Any spelling errors will be underlined and the children will be required to locate the correct spelling in a dictionary. This may be as low as 3, but may be more if appropriate.

Year 6 Additional comments

Developmental marking of English and Maths will be based on the idea of 'a star and a wish'. The positive comment will be written against a green dot. The area for improvement will be written against a pink dot and must be responded to by the pupils in 'Fix it Time'.

Children need to indicate on the WALT sticker the level of support given to the pupil during the lesson using the codes given above.

Children need to self-assess how well they have understood their learning by completing the 'traffic light' symbol on the WALT sticker.

Any spelling errors will be underlined and the children will be required to locate the correct spelling in a dictionary. This may be as low as 3, but may be more if appropriate.

From Term 3, the use of the marking codes when marking written work must be stopped in order that the work is improved using independent skills. The use of developmental marking using the idea of 'a star and a wish' will continue. The content of the 'pink dot' comment will need to be carefully phrased to ensure that the teacher is within the guidelines for what constitutes independent work. This is necessary when preparing for the moderation of written work in Term 5.

FEEDBACK

Feedback can and should be given to the children during the lesson, this could be to a focus group of similar ability children or to a group of mixed ability children (which gives an overview of the general understanding of the class in the lesson).

Having completed the lesson it may become clear that a number of children will require verbal feedback to ensure that they have corrected any misconceptions seen when reviewing their written work. This feedback could be organised during 'Fix it Time' at the start of the lesson or be completed in an intervention session.

Children are informed that they need to receive verbal feedback from the teacher by use of the 'Feedback Face' – this is displayed in the class and the names of the children requiring feedback are placed on the face.

The codes given in the tables above should be used to indicate that verbal feedback has been and that the pupil has responded.

Appendix 1

Examples of developmental marking comments for English and maths

Appendix 1

DEVELOPMENTAL MARKING OF EXTENDED WRITING

- Marking must provide the pupil with focused feedback based upon the success criteria shared with them at the start of the lesson.
- Where appropriate comments can be linked to the individual or group targets.
- An area for children to improve could be related to corrections indicated in the work or the application of basic skills.
- Comments should inform the children of where their errors and misconceptions lie within the piece of work; making it clear what is wrong and what they need to do to put it right.
- Pink comments need to relate to the task which they have completed; they should be contextualised and focus on improving their work.

DEVELOPMENTAL MARKING OF MATHS

- Marking must provide the children with focused feedback on where their errors and misconceptions lie; making it clear what is wrong and what to do to put it right.
- Marking needs to focus on the mathematical content of that lesson and it needs to provide opportunities for the children to reflect and improve through 'Fix it Time'.
- 'Fix it time' must firstly address any misconceptions; particularly fluency issues, or to deepen the children's learning with reasoning or problem solving questions.
- 'Fix it Time' then must encourage the use of 'why' and 'how' to deepen understanding – e.g. getting the children to explain their thoughts/reasoning – 'I think.... because...'
- Where possible, provide children with opportunities to demonstrate they have the ability to work at higher level linked to their age related expectations
e.g. if the children have fully understood the concept of near doubles to 20; their challenge is to answer, 'Why does $30 + 29 + 31 = 90$?' or instead of asking can you round 325 to the nearest 10?, pose a reasoning question: 'I'm thinking of a number. When I round it to the nearest 10 I get 460. List the numbers I could be thinking of.'
- Use the NCETM assessment materials and White Rose Maths Hub to support the challenges that are set by the teacher.

