



Staindrop Church of England Primary School

Effective Marking and Feedback Policy

2023 24

Our vision is founded on St Luke's Parable of the Sower. We are the rich soil that enables our children to develop deep roots and flourish. We aim to ensure that everyone grows to fulfil their potential. Our school provides an environment rooted in Christian values where learning, laughter and friendship are at the heart of everything we do.

Through God's love, we are the rich soil where roots grow and seeds flourish. Luke 8:4-15

Rationale

Staindrop CE Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development, giving children opportunities to respond, moving their learning on and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Research shows that feedback is an important factor in pupil learning.

At Staindrop CE Primary School, we aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to move their learning forward
- Use formative assessment to inform teacher planning, organise interventions and ensure all children make progress
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression
- Provide instant feedback that can be acted upon within the session
- Ensure that teachers have a manageable workload
- Use whole class feedback to rapidly move learning on in an efficient way

Effective marking should:

Be manageable for staff and not cause unnecessary workload

Involve all adults working with children in the classroom

Be positive, motivating and constructive for children

Relate to the learning objective/success criteria of the work set

Not discourage children's attempts to expand their vocabulary

Be verbal where possible

Be frequent and regular

Allow specific time for the children to reflect and respond to marking

Give children opportunities to become aware of, reflect on and self-regulate their learning

Give clear scaffolds/strategies for improvement

Provide information for the teacher on the success of the teaching

Inform future planning/interventions

Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy

Use the agreed Marking Code where appropriate

Positively affect the child's progress

Marking and Feedback Procedures

Verbal Feedback

Where possible, instant verbal feedback (individual or whole class) is the most effective way of moving children's learning on. A record in the book of verbal feedback is not necessary as the improvements made based on this feedback will be visible through the purple pen improvements in pupil books. Unless otherwise stated verbal feedback will be used to share successes and improvements with children. A simple tick will be used to acknowledge that the work has been seen and that feedback given. When feedback is whole class, a whole class feedback stamp may be used to identify this.

Live marking within lessons is encouraged in order that children can act of feedback there and then.

Whole class feedback record sheets can be used by teachers to note down any feedback to be given (individual and whole class) and any follow up work /interventions that are used. Often, whole class moving on tasks are planned into the next sessions to help children improve their work or may involve them editing work with purple pen. Individual intervention is rapid often happening during the same day or in the next lesson with teacher/TA support.

Written Feedback

When used, written marking must be done in **green pen** to enable the children to identify it easily. Written feedback is often used on more extended pieces of writing including drafts.

<p>Identify Successes: Look for progress and successes first. Effective marking and feedback is supportive and positive for children.</p>	<ul style="list-style-type: none">• Children's successes or 'best bits' are highlighted can be identified further with stamps or stickers.• Identify one example not all.• Link the marking to the learning objective and success criteria and refer to these - (see 'success criteria checklists' below).• Link marking to targets: individual Special Educational Needs groups, layered targets, etc. as appropriate.• Show evidence where verbal feedback has been given with an appropriate symbol/mark/stamp - (see 'verbal feedback' below).
<p>Identify Improvements: Children need to know what their next steps are, in order to improve.</p>	<ul style="list-style-type: none">• Use of margin marking codes for small edits to spelling, vocab, punctuation and grammar.• Link improvements to the objective, success criteria or child's targets - (see 'success criteria checklists' below).• Areas for development are underlined or starred in green, with a corresponding written prompt and can be identified further with stamps or stickers. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.• Clearly scaffold improvements at a level appropriate to the child - (see 'quality feedback' comments below).• Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking. i.e. not every incorrect spelling will be identified, only 1 or 2 words that an individual child should be reasonably expected to know.

<p>Moving the learning on: Children need to act on feedback to move forward and improve.</p>	<ul style="list-style-type: none"> • Provide regular time for children to act on feedback • Purple pens are used for children to make their improvements, so the improvements can be clearly seen. • Improvements should be acknowledged. • A written dialogue between pupils and teachers is sometimes encouraged. • Use peer and self- assessment where appropriate - (see 'peer assessment' below).
<p>Show level of support given: Unless otherwise stated it will be assumed children completed the work independently.</p>	<ul style="list-style-type: none"> • Indicate using symbols, stampers or comments the level of support given such as TA/TEACHER/CONCRETE RESOURCES etc.

Self/ Peer Marking

In order to reduce teacher workload and enable immediate improvements the use of self-marking in lessons is encouraged where appropriate. Children may mark their answers with purple pen and then have time for corrections. Children are then given opportunities to edit work independently before verbal or written feedback to encourage independence.

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of Children should be based on ability and trust. Children could provide verbal feedback or written feedback on a post it note, which is then indicated as peer assessment.

Editing Code:

High expectations of spelling, punctuation and grammar are expected in all subjects. To promote this a margin marking code enables children to edit their work more independently. Editing of work is a key skill and the code below supports children in developing these skills. Marks should be made in the margin to indicate an error somewhere on that line. In upper KS2 marks may refer to a whole paragraph. In KS2 this code will support children in editing first drafts before a final draft is completed.

Margin Mark	Meaning
Sp.	Spelling error that needs finding correcting. Teachers may sometimes underline or identify the misspelt word where extra support is needed.
Tick	Correct / Seen
.	Incorrect answer, check again
P	Missing punctuation
CL	Check Capital/lowercase
/	Finger Spaces missing
//	New paragraph needed
^ (KS1)	Missing words/add a words at the symbol
↔	Letter/number reversal
G ~~~(wiggly line)	Grammatical error e.g. doesn't make sense/incorrect tense/missing words
V	Incorrect/ ineffective vocab- Try an alternative word. The word may or may not be circled to indicate where.

This marking code is shared with the children and examples shown in their books or on display.

Key stage 2 Independent Editing:

In KS2 to develop independent editing further the following approaches can be used:

E1- Next to this symbol a number indicates to the children how many spelling/grammar/punctuation/vocabulary errors they have to find and correct. This is up to a maximum of 8.

E2-Add more. ^ indicates that pupils need to add an extra sentence to add more detail to the sentence that came before the symbol.

E3- Rewrite ** Stars at the beginning and end of a section of writing indicate that this section must be rewritten on a slip of paper. Verbal feedback from the teacher support the pupils in what they are required to include. The slip is then glued into the book as a flap.

Presentation

Presentation of work is important and is highly valued by staff and pupils. Children are expected to date all pieces of work. In Literacy and Foundation Subjects the long date should be written and underlined. In Maths, KS1 write the short date whilst KS2 write the short date in digits and in Roman numerals. In Science the short date may be used.

Toppers

Learning objectives must be clear within books and can be written or included in the lesson topper.

A **lesson topper** is pre-prepared slip which contains the learning objective, key questions, vocabulary, success criteria, concept symbols and sometimes an image prompt. These are used to ensure the objective and task are clear and allow children to respond straight into books rather than use of worksheets etc.

In foundation subjects, toppers make clear which subject is being studied through the learning objective e.g. As a Geographer, I can..... As an artist I can....

These are prepared using the school handwriting font to act as a model for the children's writing.

Learning Journeys & knowledge mats

These are stuck into pupil books at the start of a unit of work and allow children to see how a series of lessons build and progress over the unit. Knowledge mats are stuck into books at the start of a topic and again support children with facts, figures and vocabulary.

Pupil work

Children are expected to use a pencil for all their work can use rubbers or rule a line through mistakes. Edits are made using purple pens to show clearly where improvements have been made. Handwriting pens may be used for display work or letters to be sent out of school etc.

From Year 2, children are expected to use the school joined handwriting font as much as possible and where they can may begin in KS1. Please see separate handwriting policy.

In maths, it is expected that children put a single digit in each square to keep work organised and clear.

COVID 2020

Due to the current pandemic staff are encouraged as much as possible to 'live' mark work during lessons provide verbal feedback, whole class feedback and or get the children to self-mark. This will reduce contact time with books and therefore reduce contamination. Staff are advised not to take books home unless absolutely necessary.

Monitoring

Marking and Feedback will be monitored termly by the Senior Leadership Team and will form part of our work scrutiny cycle. Teachers will receive feedback related directly to quality of marking evidenced in books.