Tarleton Holy Trinity Church of England (Aided) Primary School

www.tarletonholytrinity.org

Feedback and Marking Policy
(updated May 2022)

Policy

Tarleton Holy Trinity
Church of England (Aided) Primary School

Marking Policy

This policy reflects the Christian ethos and vision statement of our school.

Our Vision Statement

Value… Dream… Achieve…
As a loving Christian family, our aspiration is for all pupils to flourish, safe in the belief that we, "…can do all things through Christ, who strengthens us" Phil 4:13.
Everyone is valued, we all achieve and our dreams for the future begin.

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112)

In order to be positively effective …"feedback must answer three major questions asked by a teacher and/or by a pupil:

- **Where am I going?** (What are the goals?),
- **How am I going?** (What progress is being made toward the goal?), and
- **Where to next?** (What activities need to be undertaken to make better progress?)" (ibid p86)

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to benefit primary aged pupils.

At Tarleton Holy Trinity CE Primary School, we believe that marking can help, assist and support pupils. Careful and positive marking can provide pupils with a sense of value and motivation, which can inform and enhance their learning.

Aims

Marking and Feedback should:
- Give children clear strategies on how they can improve their learning.
- Encourage dialogue between children and adults regarding progress, success and areas to improve.
- Relate to learning objectives, remember to…(Success Criteria) and/or targets taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their learning.
- Be accessible to children.
- Use consistent codes throughout the school.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative. Help the teacher to evaluate teaching and inform future planning.

Purposes of feedback

For children
To raise attainment and help each individual reach their full potential.

It also:
- Provides a personal response.
- Acknowledges achievements.
- Encourages children to reflect upon their efforts to persevere and strive for excellence.
- Allows children to interact with the adult giving feedback.
- Teaches children that feedback on areas to develop or targets is a normal, positive step in learning new skills.
- Teaches children that feedback on their work is an essential element of the learning process designed to support positively and **not to criticise destructively.**
- To practise the skills taught and to correct/improve their learning.

For teachers

- Demonstrates children's knowledge and skills achieved.
- Indicates where revision or repetition is needed.
- Indicates the next step for learning.
- Sets the context in which the work was undertaken e.g. "You have worked well with your partner".
- Can sensitively indicate pupil's personal circumstances which may have a bearing upon work quality.
- Helps determine groups for learning.
- Provides a sense of achievement e.g. self-assessment of success in meeting teaching objectives. Indicates levels of achievement.
- Informs future planning.
- Informs changes in medium or short term planning.
- Provides a review of the range of achievement.
- Establishes a teacher / pupil dialogue about learning.

For parents and other audiences

- Indicates points for individual development and progress.
- Shows what the school values in children's work.
- Demonstrates expectations.
- Shows how the teacher has worked with and acknowledged the efforts of their child.

Learning in children's books will reflect a wide range of marking and feedback:

- Live Marking (which may include oral feedback)
- Children's self-assessment
- Peer Marking
- Teacher's marking and general teacher marks
    - Margin marking, positive formative comments and next steps marking
    - Corrections, scaffolding and ideas for improvement
    - Notes for teacher's own use
- Feedback in other formats
    - Oral feedback
    - Electronic feedback ie ClassDojo and/or Purple Mash

All children's learning will be marked in one of the above ways and all children will experience a range of marking types reflecting professional judgement.

Marking will be completed in the following colours:

Teacher – **green**
Teaching assistant – **black**
Child – **any other colour**
Supply teacher – **black**
Student teacher – **black**

Live Marking

- Live marking reduces your marking workload outside of lesson hours.
- Diagnostic feedback closes in on specific areas to improve and **offers instant feedback** for the pupil.
- The majority of marking in Key Stage 1 and the Reception class is 'Live Marking'. The follow information is more for Key Stage 2.

How it works:

Teachers will set pupils to work and whilst they are working mark their books. Most of this marking is contained in the margin and follows the marking code but it also includes ideas and directions. If after live marking a selection of books the same error is noticed it allows the teacher to stop the class and address the misconception allowing for immediate impact. With this approach progress will be shown and further learning will take place within that lesson.

It is not expected that each child will receive live marking in each lesson; it is expected that over a week each child will receive live marking at least once. Live marking can be done by any staff member.

Benefits of Live Marking:

Pupils engage in the feedback there and then

- The feedback is relevant and immediate
- The feedback is given at the point it is usually needed most – when the pupil is working
- The feedback is personal
- The feedback includes examples and I can model, if necessary
- The feedback can be used to develop the whole class
- The feedback is appropriately matched to each pupils
- Train children – independence/impact editing process
- More visual – easier to understand
- Feedback is communicated and understood by children instantly
- Need good quality modelling to compliment live marking
- Constantly informs teaching/next steps
- Gives children more guidance and focus to expectation
- Fosters a risk taking approach to learning and further challenges
- Objectives achieved recognised
- Every child gets teacher focus – all children get live marking weekly
- Improves teacher knowledge and encourages mini plenaries to address misconceptions

This also means that:

- Teachers must still ensure that they have a good overview of individual and collective pupil's work and progress to inform future planning and value their work
- Pupils should not spend time queueing to see the teacher or waiting by a desk. Staff should move to the children and circulate around or sit with a group
- Where the pupils have been given a task e.g. a correction and improvement or a challenge they must be given time to complete it. This can take place during the lesson with the teacher or during dedicated follow up time

Oral feedback

Oral Feedback is ongoing and will happen when a teacher is Live Marking work. It is used to motivate, inform and encourage children.

At Tarleton Holy Trinity we use motivational, positive language with the children.

'Growth mind-set' language

'Well done. You are learning to…'

'I'm really pleased you tried that. Look what you achieved.'
'I like the way you…'
'Don't give up.'
'What are you most proud of?'
'How are you more successful than before?'
'Good learner' instead of clever
'Be brave'
 'Have a go – have another go'
 'Now try these'

Pupil's Self-Assessment

Pupils should be trained to review their own work as they go along and check and edit as they finish. If children make a mistake within their learning, they will use one single line to cross through the error and continue their work. Children will edit and amend using a coloured pencil.

Peer-Marking

Throughout the school there are times when children are encouraged to work with a learning partner in order to support and further each other's learning and achievement through guidance and collaboration.

Margin marking, positive formative comments and next steps marking

As mentioned above, teachers will give children various types of written or verbal feedback. One particularly important way will be positive formative comments. These comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take place on a regular basis but where possible through live marking in lessons. Most correction marking will be in the margin aligned to the appropriate section of work and will follow the marking code.

Marking for extended writing

The marking code used when live marking will be used but it will be marked after the piece is finished. To support marking and the work load of marking such pieces, a success criteria sheet will be stuck in the child's book at the start or end of their piece of work.
All extended writing needs next steps marking.

For the younger classes or lower ability children, this success criteria can be put onto a label for the children and the adult to tick against. These labels and sheets can be edited to fit the piece and the need of the child.

Electronic marking.
On occasions, teachers may use electronic feedback methods such as ClassDojo to provide oral and written feedback to children.

Marking in maths
- Live marking can be used in maths to support the learning within the lesson.
- Children will always use pencil in their maths books
- Ticks are used to show a correct answer.

- In KS2 an 'X' is to be used to show an incorrect answer that needs to be corrected. √C is then used when any correction has been completed accurately.
- In KS1 an incorrect answer will be underlined for the first attempt and then 'X' if unsuccessful a second time.
- Existing answers are <u>not</u> to be rubbed out if wrong - Corrections are to be done as near to the original answer as possible, which will then be marked as appropriate.

Spelling

It is important that children see that spellings matter in all work and marking should reflect this in all subject areas.

Feedback for intelligibility:

In Key Stage 1/FS or in a small number of cases in Key Stage 2, teachers may need to correct spellings to make work intelligible for audiences other than the child.

Feedback for improvement

When feeding back for improvement a small amount of spellings should be identified for the child to practise. These should be either:
- appropriately challenging for the child or
- frequent words that should be known

These should be identified with 'sp' in the margin on the same line as the incorrect spelling. Where needed the 'sp' can be written above or by the actual misspelt word. The words should then be written at the bottom of the piece by the adult and the child should then copy the word out correctly.

A small number of other spelling errors may be corrected by the teacher within the text but these should be limited in number so as not to inhibit the child in future and appropriate to the age and ability of the child.

Marking code

The marking code should be used to reflect on the success criteria and learning objective. It should be accessible to the children. The code should be frequently discussed with children and explained or defined to parents so it is not misinterpreted. Our main codes are:

Achieved Learning Objective – A Green Stamp
Working Towards he Learning Objective – An Amber Stamp
Not met the Learning Objective – A Red Stamp

Some of the following codes in the margin may be used – especially in extended pieces of writing:

Literacy

PM	Peer Marked
p	Punctuation error in that line
sp	Spelling error to be looked up and corrected
?	This doesn't make sense
CL	Capital letter needed or in the wrong place
FS	Full stop needed
^	An omission
//	New paragraph or New Line

g	Grammar error (eg. Change of tense)
↑	Next step
*LOv	Learning Objective met

Mathematics
KS1

√	Correct
<u>82</u>	Underlined answer means answer is incorrect – first attempt
X	Incorrect answer second attempt
√c	Completed correction

KS2

√		Correct
X		Incorrect, try again
X	√c	A completed correction

'TS' (Teacher supported) or 'TAS' (Teaching assistant supported) could be recorded on any piece of work that has received support.

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: identify if work was independent or supported and as appropriate give feedback verbally or through marking.
Volunteers should **not** be marking and/or commenting in a child's book.

Expectation of presentation in books
A high expectation of presentation will always be expected.
The date will be written in long form in the children's writing books and in short form in children's maths books (this can be typed on labels where needed). The date will be written starting on the **left hand side of the page**. The objective of the lesson will always be recorded underneath the date and will start on the left hand side. Children will leave a line between the date/LO and starting their written work.

Any adult writing will model to the children high expectations and will be written in the school handwriting font.

Any digit written in maths will be written in its own box. Any wrong number formation or reversal needs correcting.
Any lines drawn should be done so using a ruler.

If the LO has been achieved, the adult will put a *LO√.
If not achieved, *LO not met and/or partially achieved
↑ indicates a next step.

Stamps may be used instead of the above.

All children regardless of their ability should be challenged, this can be done in many ways. If an extra challenge is given to the child it should be marked with the word challenge at the start of it.

Stickers and stamps to praise positive work can be used where appropriate.

A copy of the symbols will be displayed in each of the Key Stage 2 classes.
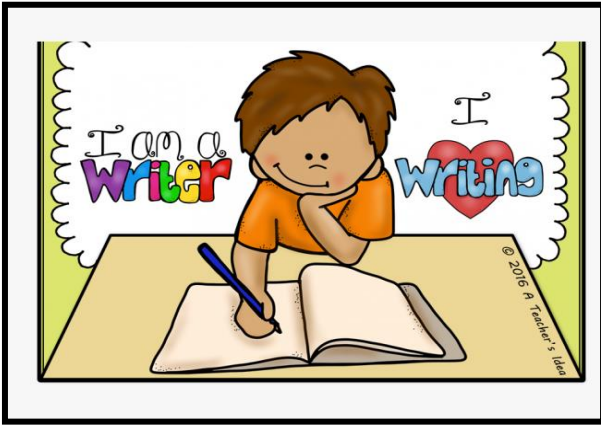
* shows good practice

↑ shows next step

*LO√ shows that you have met the lesson objective

√(V) shows that your teacher has given you some verbal feedback on your work

The use of a Stamp means your work has been marked.

In written work, these are the following symbols that your teacher will use:

'SP' means that you have spelt a word incorrectly and you will need to copy out the correct spelling at the end of your work.

'P' means you have made a punctuation error

? means this does not make sense.

// means a new line or paragraph is needed.

'CL' means you have missed out a capital letter.

'FS' means you have missed out a full stop.

'~' queries a pupil identified error.

In Mathematics, these are the following symbols that your teacher will use:

√ means you've got it right!!

X means you haven't got it right yet

√C means that you've got your correction right

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Document reviews

We are aware of the need to review our school's documents regularly so that we can take account of:
new initiatives, changes in the curriculum, developments in technology etc.

This policy was reviewed in May 2022

and will be reviewed again in May 2025

Signed by:

Member of staff responsible for this policy

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Governor responsible for this policy

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