

Marking and Feedback Policy

2020-2022

*Agreed & Ratified as a working
document: September 2020*

Review date: September 2022

Marking and feedback Policy:

Aims and Objectives

At Avanti Court Primary School we believe that a comprehensive Marking and Feedback Policy reassures and motivates children and adults alike in the pursuit of excellence in learning. It acts as a reward system, leading the child to discover the intrinsic value of learning itself, making him/her lifelong, self-perpetuating learners.

The purpose of marking for assessment is:

- To provide useful information, which will move the pupil forward in learning-next steps
- To promote continuous and focused communication with the pupil
- To encourage high standards in learning
- To be effective and diagnostic
- To be constructive rather than negative
- To be completed alongside the learner when possible
- To be specific and sensitive to the needs of the child
- To provide regular and frequent feedback
- To ensure consistency throughout the school
- To inform planning and assessment i.e. what the learner needs to do next and offering constructive advice on progress
- To ensure learning objective/success criteria led and accessible to the learner
- To provide feedback and allow time for feedback to be responded to
- To reinforce the positive
- To use errors as a learning point

Our policy is underpinned by key principles. We believe that good marking practice:-

- Requires teacher/pupil sharing of the learning objectives and assessment criteria
- Is based upon a coherent system

- Incorporates setting aside appropriate time for pupils to assimilate and work on any errors/prompts for future learning
- Is carried out daily
- Indicates strengths and weaknesses
- Is of a positive nature
- Involves the pupil in reflection and review
- Informs third parties
- Is reviewed and developed annually

Role of the Leaders

Senior Leaders, and Subject Leaders have the responsibility for the development of the feedback and marking within all subject areas.

The leader's responsibilities include:

- Contributing to the SIP through work with the SLT
- Leading school development in academic guidance procedures
- Liaison with subject leaders within the school
- Liaison with the LA
- Attend and lead INSET where appropriate
- Keeping the SSC informed

Learning Objectives and Assessment Criteria

The nature of formative feedback and providing academic guidance is greatly dependent upon the learning intention. It is crucial that pupils have a clear understanding of this and the criteria upon which the work will be marked.

Our agreed system of marking is set out below:

Marking is undertaken in accordance with the learning intention. A colour coded system of marking is used predominantly in KS2 and a visual code is used predominantly in KS1 (see appendix I). Where appropriate we mark with the pupil present. Positive comments (green), both written and oral are used and pointers towards subsequent learning targets identified and where appropriate secretarial errors are highlighted. **Examples throughout** the work of

where a child has met the learning Intention are **highlighted in green** by the teacher (**not in maths**).

At the end of marking the child's piece of work if they have met the Learning highlight the **Learning Intention which is written as the title in green**. If they need more practise to meet the **Learning Intention highlight the title in yellow**. This must be evident in **all** books from Year 1- Year 6.

At the early stages of learning, much of the work is oral and therefore so too are the teachers' comments. A written comment, pertaining to pupil response is made in the pupil's book.

All work is marked daily and 2 written/recorded pieces per week are closely marked/ in depth marked intensively in Maths and English. One in three pieces of written work in Science, History, Geography, Art, PRE, Sanskrit is closely marked including a next step.

On the occasion when the teacher has discussed the work and future learning with the pupil the symbol **OM (orally marked)** will be used and when appropriate a target will be written.

Drafting and redrafting of writing is progressive, happening more frequently as pupils mature and enabling Key Stage 2 children to become actively involved in the learning process.

Spelling:

In spelling, pupils are asked to spell correctly any words for which they have a resource (ie it is a key word on display). Such words are always targeted when marking, and if incorrect underlined and the correct spelling given/ asked for depending on age/ability of child. Gradually pupils are required to identify mistakes in their own work and encouraged to correct these using dictionaries.

In handwriting activities, incorrect formation, joining, sizing and spacing of letters is underlined and samples given from which pupils can practise.

Mathematics

Marking is undertaken in accordance with the learning intention. Work is marked with the pupil present where possible and on occasions pupils self-mark. A variety of strategies are used according to the type of work being undertaken – written comments, correct work being ticked and incorrect work being dotted. Where appropriate, questions relating to the learning objective will be asked either orally or writing (Key Stage 2). The expectation is that children correct any errors made and therefore an appropriate amount is set aside for children to assimilate and work on any errors/prompts for future learning.

We consider it to be important for pupils to show their working in mathematics, as credit can be given to partly correct answers and insight, on the part of the teacher, can be gained as to the pupil's thought process. For this reason, we encourage pupils to show working and carry out corrections without erasing their original answer.

Science

Science is marked with due regard to the learning intention. We mark initially for process and factual scientific understanding, and target key scientific vocabulary for spelling. Pupils are expected to present their work clearly and sequentially, in line with the school's format and comments are made accordingly. Where appropriate, questions relating to the learning objective will be asked either orally or writing (Key Stage 2). Work is marked in green pen- one piece of science work is closely marked each week using the school's agreed marking code.

Consistency in Marking

It is important that the marking and Feedback and Marking policy is consistent, making clear the information to pupils, staff and parents in a unifying way. Agreement of our Feedback and Marking Policy was reached in consultation with the whole staff. Consistency in marking promotes a clear understanding of the expectations and quality of standards to all concerned.

- Written comments should reflect the school's display and presentation policy.
- Work should be marked daily, so that progression can be assessed against the planned learning objectives.

On occasions, pupil will peer mark and/or self mark. This is always seen by the class teacher (to inform future planning).

Comments must be positive i.e. 'This work is not your neatest' should be written as 'Please make your work neater'. Good work is shared within their own class and members of the school, and occasionally with the Head teacher. Work demonstrating outstanding achievement or effort is included in wall displays.

Longer summative comments should be used occasionally to record an appreciation of a child's progress and to point to the next targets set.

Indicating Strengths and Identifying Weakness

By systematically marking work, teachers and pupils are aware of areas in which the pupil is competent and areas which need to be worked on. Through this process teachers are given an overview of the pupil's performance and can identify what is needed to enable them to move forward in learning. When children work at their appropriate level there is ample opportunity for positive reward. Identification of weakness takes the form of future learning targets.

Involvement of the Pupil in Reflection and Review

All staff impress the importance of understanding the marking system upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the precious time the teacher has spent on it, and does little to improve learning. **'Fix It/Next Step Marking Time'** happens in each class each morning and this is an opportunity for the children to reflect on teacher's comments and suggestions. All 'Fix-It' marking is in Red pencil (Y1-2) and red pen (KS2).

Informing Parents/School Stakeholder Committee

To strengthen the partnership between the home and school in the education of our pupils, we encourage families to have an understanding of our Marking and Feedback Policy. An overview of our Marking and Feedback Policy is incorporated on the school website. The School Stakeholder Committee are also kept abreast of our practice.

Monitoring and Review

Marking and Feedback procedures should be monitored continuously in order that they remain meaningful and manageable. This policy will be reviewed on a **two yearly cycle** and should be read in conjunction with the Safeguarding Policies and Procedures.

Appendices

Avanti Court Marking and Feedback Expectations

Book	Expectation	How often?
English	<p>12 books closely marked daily using school policy (highlighters etc) – including next step or request to edit piece of learning <i>e.g. Great! Now can you order your sentences in paragraphs OR Great connectives, can you add some adjectives now? Give 2 examples below.</i></p> <p>All other books - to be marked focusing on grammar, spelling and punctuation using the marking code.</p> <p>Use a rota so that: 6 books marked with children in the group you work with 6 books marked after school/lunchtime</p> <p>Therefore children’s books will be closely marked twice a week by the teacher</p> <p>If the child has met the LI highlight the title in green.</p> <p>If the child needs more practise to meet the LI highlight in yellow</p>	Daily
Maths	<p>12 books closely marked daily using school policy (highlighters etc) – including next step or request to edit piece of learning <i>e.g. Almost there! Can you do this calculation now...321+123=</i> <i>(Could be used to extend or reinforce)</i></p> <p><i>OR</i></p> <p><i>You understand the strategy but you have made a few mistakes. Have a look at marking and correct them – ask your friend to help you out.</i></p> <p>All other books – to be marked but a next step does not need to be included</p> <p>Use a rota (template attached) so that: 6 books marked with children in the group you work with 6 books marked after school/lunchtime</p> <p>ALL children’s books will be closely marked twice a week by the teacher</p> <p>If the child has met the LI highlight the title in green.</p> <p>If the child needs more practise to meet the LI highlight in yellow</p>	Daily




Topic/PRE/ Science/Sanskrit	<p>All children's learning must be acknowledged/marked. One piece of learning in three in topic and Science books must be closely marked in all books. e.g. What do you think will happen if.....and why? All work must be marked in all books.</p> <p>PRE marking should focus on developing children's philosophical understanding.</p> <p>If the child has met the LI highlight the title in green.</p> <p>If the child needs more practise to meet the LI highlight in yellow</p>	<p>After each piece of learning Once a week and in depth marking for every third piece.</p>
Children response	<p>Children must respond to teacher's <u>marking in red pen/pencil</u> e.g. <i>Do not accept OK as a response</i> <i>Evidence of editing previous piece of learning</i> <i>Answering maths questions or showing a strategy</i></p>	Following close marking

Expectations for online work during pandemic (partial or full lock down)

Subject	Expectation	How often
English	<p>English work to set X4 a week. All work to be acknowledged.</p> <p>Guided reading/ SPAG/Phonics work sent out daily</p>	<p>X2 pieces of work to be marked with next steps and comments X2 pieces of work acknowledged (could be well done or smiley face)</p> <p>X2 work is acknowledged a week</p>
Maths	<p>Maths work to be set x4 a week All work to be acknowledged. Answers uploaded so parents can support children check their work.</p>	Feedback and next steps x2 a week
Topic	To be uploaded as per timetable	X2 work to be marked with comments and next steps per half term for each curriculum area
PRE/Sanskrit/Spanish	Work to be uploaded once a week	All work to be acknowledged X2 next steps and comments per half term.
Yoga	<p>Online lesson/video to be uploaded weekly Children to write a reflection on learning x2 a half term</p>	X1 comments and next step per half term.
Science	Work to be set x1 a week	X2 work to be marked in detail with comments and next steps per half term
Physical Education	Online link for PE uploaded every 2 weeks	


Traffic Light self-assessment for online learning



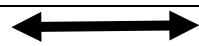
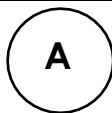



Children with support of their parents to draw the corresponding circle from the traffic light to indicate how much support the children required for the homework. This will inform the teacher to how much support was given to complete a given task.

	I completed the task with no support and I understand. I am ready for a challenge.
	I completed the task with some support. I know understand.
	I needed a lot of support and found the work challenging.

MARKING CODES FOR CLASSES Year 2-Year 6




Look at the symbols below-what do you need to do to improve your learning?

<p>Word Underlined sp e.g. <u>becase</u></p> <p>Scaffolded response: lau_gh</p>	<p>The word is not spelt correctly-use a dictionary to self-correct</p> <p>Add in the missing letter</p>
<p>© harlie went to bed.</p> <p>(Please circle the ‘c’ to show it should be a capital letter)</p>	<p>Look at the letter which is circled-do you need an upper case or lower case letter?</p>
<p>Two diagonal lines //</p>	<p>You need to start a new paragraph here</p>
<p>The dog ran quickly  p</p>	<p>Which punctuation mark is missing?</p>

 Came here now!	T tells you that you have written in the incorrect tense and you need to correct your work.
	This tells you that your sentence does not make sense and you will need to read it aloud and correct it.
	Use more connectives to extend your sentence
	Use more adjectives or adverbs
	Read your next step- what is your teacher asking you to do? E.g. Can you use a more powerful word than good?
OM	This means your teacher spoke to you about how to improve your learning (Orally marked)
Highlighted Green	This learning shows that you have met the learning objective in your work Your teacher will highlight the Learning Intention which you have written at the start of your work. Green tells you that you have met the Learning Intention
Highlighter Yellow	If your teacher highlights the Learning Intention in yellow it means that you need more practice to meet the learning
WS	This tells you that you needed some support to complete today's learning
	A tick in maths means your answer/ working out is correct.
	A red dot by the side of your maths answer means that your answer is incorrect and you will need to edit your maths work. Your


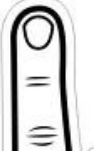

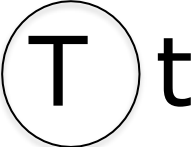
MARKING CODES FOR CLASSES Year 1

<p>Word Underlined sp e.g. <u>becase</u></p> <p>Scaffolded response: lau_gh</p> <p><u>Shop</u></p>	<p>The word is not spelt correctly-use a dictionary to self-correct</p> <p>Add in the missing letter</p> <p>Use phonics to help you spell this word</p>
<p>harlie went to bed. (Please circle the ‘c’ to show it should be a capital letter)</p>	<p>Look at the letter which is circled-do you need an upper case or lower case letter?</p>
<p><u>C</u>ame here now!</p>	<p>T tells you that you have written in the incorrect tense and you need to correct your work.</p>

	<p>This tells you that your sentence does not make sense and you will need to read it aloud and correct it.</p>
	<p>Read your next step- what is your teacher asking you to do?</p> <p>E.g. Can you use a more powerful word than good?</p>
<p>OM</p>	<p>This means your teacher spoke to you about how to improve your learning (Orally marked)</p>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>I</p> </div>	<p>Independent work</p>
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>WS</p> </div>	<p>With Support</p>
	<p>Finger Spaces</p>
<p>caT X</p>	<p>Do not use capital letters within words</p>
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>Use a full stop to end a sentence</p>

<p>Highlighted Green</p>	<p>This learning shows that you have met the learning objective</p> <p>Your teacher will highlight the Learning Intention which you have written at the start of your work. Green tells you that you have met the Learning Intention</p>
<p>Highlighter Yellow</p>	<p>If your teacher highlights the Learning Intention in yellow it means that you need more practice to meet the learning</p>
<p>✓</p>	<p>A tick in maths means your answer/ working out is correct.</p>
<p>●</p>	<p>A red dot by the side of your maths answer means that your answer is incorrect and you will need to edit your maths work.</p>

MARKING CODES FOR Reception

	<p>Read your next step- what is your teacher asking you to do?</p> <p>E.g. Can you use a more powerful word than good?</p>
	<p>Finger Spaces</p>
	<p>Use a full stop to end a sentence</p>
<p>w_s</p>	<p>What is the missing letter?</p>
	<p>Capital letter</p>