



## **Marking and Feedback Policy**

**2022-2024**

<b>Lead Professional</b>	<b>Name</b>	<b>Date Approved</b>	<b>Review Date</b>
<b>Principal</b>	<b>Ms Lalita Joshi</b>	September 2022	September 2024

# Marking and feedback

## Aims and Objectives

At Avanti House 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 is clear and accessible to the learner
- To provide feedback and allow time for feedback to be responded to
- To reinforce the positive
- To use errors/misconceptions 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

## **Learning Objectives and Assessment Criteria**

The nature of formative feedback and providing academic guidance is greatly dependent upon the learning objective and the success criteria. 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 objective. 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 Objective are **highlighted in green** by the teacher.

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

At the early stages of learning, particularly in Year 1, 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.

12 pieces of written/recorded work will be marked daily in the form of a 'live nudge.' Where 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. This is an example of a 'live nudge,' where the teacher/LSA has provided oral feedback based on the Learning Objective. The teacher should then expect to see progress from this point onwards within the lesson.

One in three pieces of written work in Science, History, Geography, Art, PRE, Sanskrit is closely marked including a next step.

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. The school has adopted the 'Big Write' approach to writing, there will be evidence of editing through editing flaps, this will add more value to learning and progress will be evident.

### **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 practice (See handwriting & Presentation policy for further details)

## **Mathematics**

Marking is undertaken in accordance with the learning objective. 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 written (Key Stage 2). The expectation is that children correct any errors made and therefore an appropriate amount of time 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 objective. 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 in 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 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 handwriting policy and presentation policy.
- Work should be marked daily, so that progression can be assessed against the planned learning objectives, either through 'live nudge' or short marking.

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

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 members' emphasis the importance of understanding the marking system and the positive effect the process has 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 upon it, and does little to improve learning. 'Pupil's response to the teacher's feedback takes place in each class at the beginning of each lesson and this is an opportunity for the children to reflect on teacher's comments and suggestions. All 'children's responses to feedback should be written in purple pen.

### **Informing Parents/Governors**

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 will be incorporated on the school website. Governors 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 an **annual basis** and should be read in conjunction with the Handwriting and Presentation Policies.

## Appendices

### Avanti House Marking and Feedback Expectations




Book	Expectation	How often?
English	<p>12 books <b>marked daily in the form of a live nudge</b> using school policy (highlighters etc) – including next step or request to edit piece of learning  <i>e.g. Can you add some adjectives now? Give 2 examples below.</i></p> <p><b>All other books - to be marked focusing on grammar, spelling and punctuation using the marking code.</b></p> <p>If the child has met the LO highlight the title in green.</p> <p>If the child needs more practice to meet the LO highlight in yellow</p>	Daily
Maths	<p>12 books <b>closely marked daily</b> using school policy (highlighters etc) – <b>including</b> next step or request to edit piece of learning  <i>e.g. Can you do this calculation now...<math>321+123=</math></i>  <i>(Could be used to extend or reinforce)</i></p> <p>OR</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:</p> <p>If the child has met the LO highlight the title in green.</p> <p>If the child needs more practise to meet the LO highlight in yellow</p>	Daily
Topic/PRE/ Science/ Sans  krit	<p>All children's learning must be acknowledged/marked.</p> <p>One piece in three of learning in topic, PRE and Science books piece must be closely marked with a next step comment e.g. What do you think will happen if.....and why?</p> <p>If the child has met the LO highlight the title in green.</p> <p>If the child needs more practice to meet the LO highlight in yellow</p>	<p>After each of</p> <p>One in three pieces to have a next step</p> <p>In comment</p>
Children response	<p>Children must respond to teacher's marking in purple pen/ e.g. Following</p> <p><i>Do not accept OK as a response</i></p> <p><i>Evidence of editing previous piece of learning</i></p> <p><i>Answering maths questions or showing a strategy</i></p>	close marking

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

<b>Subject</b>	<b>Expectation</b>	<b>How often</b>
English	English work to set X4 a week. All work to be acknowledged.  Guided reading/ SPAG/Phonics work sent out daily	X2 pieces of work to be marked with next steps and comments a week X2 pieces of work acknowledged (could be well done or smiley face) a week  X2 work is acknowledged a week
Maths	Maths work to be set x4 a week All work to be acknowledged. Answers uploaded so parents can support children check their work.	Feedback and next steps x2 a week
Humanities (History/Geography)	Work to be uploaded x1 a week	X2 work to be marked with comments and next steps per half term for each curriculum area
PRE/Sanskrit	Work to be uploaded x1 a week	X2 next steps and comments per half term.
Yoga	Online lesson/video to be uploaded weekly Children to write a reflection on learning x2 a half term	X1 comments and next step per half term.
Science	Work to be uploaded 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	N/A




### **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 1 - Year 6

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

<p>Word Underlined <b>sp</b></p> <p>e.g. <b><u>becase</u></b></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>Incorrect spelling to be underlined and written beside or underneath work.</p> <p>Year 1 &amp; 2 : Write word above misspelt word.</p>
<p>charlie went to bed.</p>	<p>Circle for misuse of a capital letter</p> <p>Look at the letter which is circled-do you need an upper case or lower case letter?</p>
<p>NP</p>	<p>You need to start a new paragraph here.</p>
<p>The dog ran quickly <input data-bbox="523 853 576 902" type="checkbox"/></p>	<p>Which punctuation mark is missing?</p> <p>Box used to show when punctuation is missing or not used correctly.</p>
<p><b>OM (Live Nudge)</b></p>	<p>This means your teacher spoke to you about how to improve your learning (Orally marked) A Live Nudge must have a statement highlighting the required improvement.</p>
<p><b>Highlighted Green</b></p>	<p>This learning shows that you have met the learning objective in your work</p> <p>Your teacher will highlight the Learning Objective which you have written at the start of your work. Green tells you that you have met the Learning Objective</p>
<p><b>Highlighter Yellow</b></p>	<p>If your teacher highlights the Learning Objective in yellow it means that you need more practice to meet the learning objective.</p>
<p><b>WS (with support)</b></p>	<p>This tells you that you needed some support to complete today's learning</p>
<p></p>	<p>A tick in maths means your answer/ working out is correct.</p>
<p></p>	<p>A dot by the side of your maths answer means that your answer is incorrect and you will need to edit your maths work.</p>
<p>/</p>	<p>Finger Space</p>



## Marking and Feedback: EYFS

<p>Word Underlined</p> <p><u>Sh</u>op</p>	<p>Use phonics to help you spell this word</p>
<p>© harlie went to bed.</p>	<p>Look at the letter which is circled-do you need an upper case or lower case letter?</p> <p>(From Spring 2)</p>
<p>V</p>	<p>This means your teacher spoke to you about how to improve your learning (Orally marked)</p>
<p>□</p>	<p>(Square) Use a full stop to end a sentence</p>
<p>Titles for AD work on EEXAT marking box</p>	<p>EYFS will not be using Learning Objectives. Adult directed work will have a simple title of the activity in the EEXAT comment box. This will be based on the learning and how well it has been achieved. Appropriate coding will be put under the title/ observation which will show if the work was Independent or With Support.</p>
<p>Colour codes to be used for phonics assessments</p> <p></p>	<p>Highlighting for each term</p> <p> Baseline    Autumn</p> <p> Spring    Summer</p>
<p>Codes (on the EEXAT comment box)</p> <p>I/ WS</p> <p>AD/ CI</p>	<p><b>I</b> to mark <i>independent work</i>/ <b>WS</b> with support (this will be marked on the EEXAT marking box which is attached to all work)</p> <p><b>AD</b> <i>adult directed</i> / <b>CI</b> <i>Child Initiated</i> (this will be marked on the EEXAT marking box which is attached to all work)</p> <p>See appendix a</p>
<p></p> <p>• V SA (verbal Self Ass)</p>	<p><b>Self assessment</b> (Towards Spring 2 Children to be introduced to SA)</p> <p>Children to self- assess all areas of work, can be done using these symbols on their work</p> <p>Children can verbally discuss their self-assessment which can be recorded using quotes or the coding (V SA)</p>

## Marking and Feedback: EYFS

### Coding

Child Initiated Activity- **CI**

Adult Directed Activity- **AD**

With Support- **WS**

Independent- **I**

### Areas of Learning Coding

Personal Social and Emotional- **PSED**

Communication and Lang- **C&L**

Physical Development- **PD**

Literacy- **L**

Maths- **M**

Understanding the World- **UW**

Expressive Arts and Design- **EAAD**

### Characteristics of Effective Learning Coding-COeL

Playing and Exploring- **P&E**

Active Learning- **AL**

Creating and Thinking Critically- **C & TC**

- All marking will be completed in line with policy.
- Comments/ observations will be noted in the comment box.
- Next steps can be added as and when needed, next steps must be beneficial and accessible for the children. Children should be able to understand and interact with the next steps. (from Spring 2)