Elton Primary School & Nursery

Marking and Feedback Policy

In our school, the wellbeing and education of all our children comes first

Full Governors	Spring 2024
Review	Spring 2025

Introduction

Our marking policy has been written in consultation with teaching and support staff. At Elton Primary School and Nursery, we value the work of all learners and support them by providing clear guidance on how to be successful and how to improve. At the beginning of every lesson, learners are told what the objective is for the lesson as well as having success criteria and steps for success, this enables all children to achieve the objective. Learning objectives are indicated by 'Can I…?' questions. During and at the end of most lessons, learners are given opportunity to evaluate their progress and that of their peers, in a range of collaborative ways, to inform assessment for learning.

Rationale

Our policy is developed around the key findings from the Education Endowment Foundation's (EEF) report into effective feedback.

1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.

2. Feedback can be effective during, immediately after and some time after learning. Feedback policies should not over specify the frequency of feedback

3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).

4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.

5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.

Staff continuously use ongoing summative - assessment for learning - techniques to assess how their students are progressing in all areas of the curriculum. These techniques include quizzing, marking books, observations of children and discussions with them. At the end of each topic, staff assess the children against how they are performing compared to an age related expectation. In creating these judgements, staff draw upon their summative assessment knowledge to determine whether the children know and remember at least 70% of the key knowledge taught and have also shown the ability to independently use the majority of the skills taught in the unit. Staff use topic knowledge organisers and whole school skills matrices when making these judgements.

Foundation Stage 1&2

In the Foundation Stage children are gradually introduced to the learning objectives. Learning is assessed during both adult led and child initiated activities. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are recorded on post it notes, sometimes supported by photographs. These are then added to the child's Learning Journey. These observations celebrate what the children can do and are used to shape future planning. Staff also collect "Wow" stars which are observations shared by parents and/or carers they are also added to the child's Learning Journey. Observations used to assess children using our assessment tracking system and feedback and next steps are communicated to the children orally at the time that the activity takes places. If the activity is a recorded piece, children are given verbal feedback at the point of learning and a small selection of symbols are introduced to the children from Appendix A to prepare them for KS1.

Sometimes feedback is given to children in a whole class situation to model how to assess. This technique can then be used to encourage children to self-assess and peer assess using the learning objective and success criteria. During the course of the year, the children are introduced to a range of assessment for learning strategies and techniques to help them to do this. Pupils are also given individual targets each half term which are shared verbally with the children. These are generally Literacy and Mathematics based.

KS1 and KS2

All curriculum subjects

- Every piece of work across all curriculum subjects receives some form of feedback from an adult.

- Marking is to be carried out in a <u>blue pen</u> using <u>cursive script</u>.

- Marking code posters should be displayed in all classrooms. (See Appendix A).

- Children respond in <u>green biro</u> (or normal pencil if not yet able to write neatly with a pen) to relevant marking and feedback during time set aside for this purpose, for example: correcting spellings, answering teacher questions or restructuring sentences.

- <u>I/G/T/P</u> will be used to indicate how much support has been given throughout the session. (See Appendix A).

- A <u>V</u> symbol will be used where verbal feedback has been given.

- When marking spelling errors, teachers will use a blue highlighter with a maximum of three errors highlighted in any piece of work. Expected spellings will be prioritised first. A maximum of three key vocabulary errors will be highlighted during all afternoon sessions. Where children are still developing their phonic skills, only incorrect spellings containing known sounds will be highlighted. In KS1, children may be given a choice of two graphemes for the phoneme spelt incorrectly. As the ability of the child develops, the highlighting strategy will change. The process will develop from highlighting the phoneme error to highlighting the whole word. These will be corrected in their personal spelling log, either during the lesson or during 'Fix it Time'. Pupils are encouraged to use a range of strategies to correct the errors, including Speed Sound charts/ HFW lists or a dictionary.

- A tick indicates a correct answer and a dot indicates an incorrect answer.

- If recording children's practical work using pictures/ pic collage, teachers should ensure that all pictures are pertinent, for example: one per group, success criteria differentiated for each group, not one pic collage for the whole class and that the child is featured in Fthe picture

- EXT indicates that the child has moved on to an extension piece of work.

- In English, next steps will be used to work on cohesion and the child's use of the authorial voice. Sections of their writing will be highlighted by the teacher to be redrafted and edited, with a particular focus in mind. These next steps will focus on cohesive devices, consistent use of verb tenses, rich and varied vocabulary choices to reflect mood, describe characters, settings and plot etc. Children will then work on these next steps during the next English lesson or during time set specifically aside for this purpose.

We deploy different feedback strategies. The teacher will decide the most relevant form of feedback to match the task which has been undertaken.

Feedback Strategies include:

√ **SC** will be used to indicate whether a child has been successful in meeting the learning objective.

■ **SC** will be used if a child has NOT met the learning objective.

Pink and Green Mark

- **Green** indicates skills which have been successfully used

- **Pink** indicates areas which need development.

Deep Mark

This is when the teacher will write a positive comment and next step.

The positive comment will be indicated by a **tick** and the next step by an **arrow**.

See Appendix B for examples.

Success Criteria

This is a list of differentiated criteria that a child could be directed to use within a piece of work.

A **tick** will indicate that the criteria has been achieved and a **dot** when it hasn't.

See Appendix C for examples.

Peer and Self-Assessment

PA
indicates Peer-Assessment
SA
indicates Self-Assessment

Responsibility for marking

Ultimately it is the class teacher's responsibility to ensure effective feedback to the children's work in their class. Supply teachers, HLTAs and student teachers will be treated as the class teacher and will be made aware of this policy and the specific requirements of the class they are working with via the handbook/induction. It is expected that all adults will offer effective feedback in lessons and share their observations with the class teacher.

Presentation

- The children use DUMTUM across the school.

    Date - written on the left-hand side of the top line. In Maths, all children will write the short date. For other subjects, in Year 1 the children will just write the day of the week and the teacher will complete the date. By Year 2, the children are encouraged to write the long date.

    Underline - children to use a ruler.

    Miss a line

Title- written on the left-hand side as a 'Can I…?'question.

Underline - children to use a ruler.

Miss a line

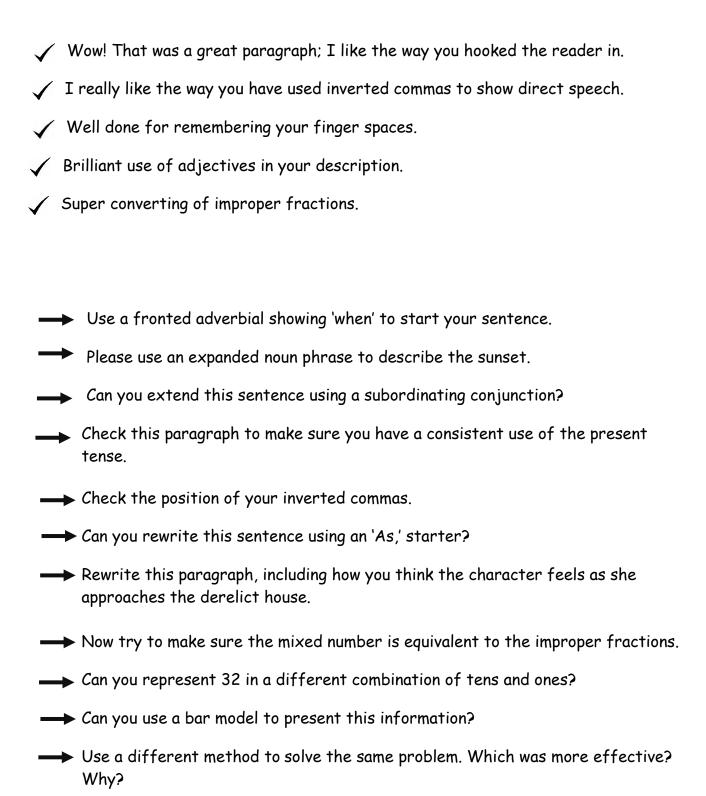- In Years 1 and 2 the children will write the day/date but the objective will be typed and stuck into the children's books by an adult. In the final term in Year 2 the children will begin to write their own DUMTUMs.

- By the end of Year 3, all children will have moved on to black pen in all subjects. Pencil will be used for drawings.

- Mistakes will be crossed out with one neat line through any error.

	# Our Marking Codes

Marking	Use cursive writing and mark in blue pen.
Pink	**Use this to indicate for areas which need editing.**
Green	**Use this to indicate skills that have been successfully used.**
Blue	**Use this to indicate spelling errors.**
✓	**Tick for correct answer**
•	**Dot for incorrect answer**
EXT	**Extension work**
T	**Teacher 1:1 support**
G	**Guided group work**
I	**Independent work**
P	**Paired work**
V	**Verbal feedback given**
√SC	**Achieved success criteria**
.SC	**Did not achieve success criteria**
✓	**Before all positive feedback**
⟶	**Next step**

Appendix B

✓ Wow! That was a great paragraph; I like the way you hooked the reader in.

✓ I really like the way you have used inverted commas to show direct speech.

✓ Well done for remembering your finger spaces.

✓ Brilliant use of adjectives in your description.

✓ Super converting of improper fractions.

➡ Use a fronted adverbial showing 'when' to start your sentence.

➡ Please use an expanded noun phrase to describe the sunset.

➡ Can you extend this sentence using a subordinating conjunction?

➡ Check this paragraph to make sure you have a consistent use of the present tense.

➡ Check the position of your inverted commas.

➡ Can you rewrite this sentence using an 'As,' starter?

➡ Rewrite this paragraph, including how you think the character feels as she approaches the derelict house.

➡ Now try to make sure the mixed number is equivalent to the improper fractions.

➡ Can you represent 32 in a different combination of tens and ones?

➡ Can you use a bar model to present this information?

➡ Use a different method to solve the same problem. Which was more effective? Why?

Appendix C

Year 2

Success Criteria	PA	T
Can I use…		
past tense?		
capital letters and full stops?		
co-ordinating conjunctions- or, and, but?		
expanded noun phrases?		

Year 4

Success Criteria:	SA
Can I use…	
inverted commas to indicate direct speech?	
fronted adverbials?	
appropriate choice of pronoun or noun to aid cohesion?	

Year 5

Success Criteria	T
Can I use…	
subheadings?	
parenthesis?	
relative clauses: who, which, that, etc?	
an '-ing' verb to start a sentence?	