

Marking and Feedback Policy

Thomas Jolyffe Primary School

'To be the best that we can be!'



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Thomas Jolyffe Marking and Feedback Policy

1 Introduction

- 1.1 The aim of this policy is to achieve consistency across the school and within Key Stages

2 Purpose

- 2.1 Marking and feedback is an essential part of the teaching and learning process.
- 2.2 Effective marking:
- provides pupils with prompt feedback
 - enables teachers to identify strengths and next steps in learning
 - encourages and praises pupils
 - exemplifies strategies for improvement
 - provides teachers with the opportunity for 'assessment for learning', informing them of individuals or groups of pupils that require specific help such as, precision intervention, and informs future lesson planning.

3 Principles

- 3.1 At Thomas Jolyffe Primary School, marking is used to acknowledge children's achievements and for praising children for good learning, effort and progress.
- 3.2 Marking is also a diagnostic method of assessment, used to move forward children's learning by increasing teachers' knowledge of the children's needs. As a diagnostic tool, it is most effective during the lesson when the children are involved in self or peer assessment.
- 3.3 Marking is positive and constructive, whilst identifying misconceptions and next steps.
- 3.4 Marking procedures are consistently applied across the key stages.
- 3.5 Pupils will have the marking procedures clearly explained to them.
- 3.6 Teachers will ensure that all work undertaken by pupils and recorded in books is given feedback, both verbal and written.

4 Processes

- 4.1 Comments made (verbal and written) should:
- acknowledge pupils' understanding of the learning objective for that lesson
 - provide next steps if needed to ensure progress is maintained
 - identify misconceptions which may be referred to verbally during the next lesson or in written form in books

- 4.2 Work should be marked before the children work in that book next time.
- 4.3 Marking should relate to the learning objective, success criteria and to the child's individual next steps or additional need targets.
- 4.4 Teachers should mark in green ink. Supply teachers should also mark in green ink and use the initials **ST** to distinguish themselves from the class teacher. If working with a group or individual and giving feedback, Learning Assistants should also mark in green ink and initial their marking.
- 4.5 The L.O. will be highlighted according to whether or not they have achieved the L.O. (Pink- achieved L.O., Orange- partly achieved, Green- not yet achieved). This should be shown in colour over the initials **L.O.** not the whole learning objective. The LO will always start with 'To...'
- 4.5 Verbal feedback and live marking where appropriate should be planned into lessons on an ongoing basis.
- 4.6 Staff should have high expectations for presentation, including pupils copying dates and learning objectives correctly. The date and learning objective should be neatly written and underlined with a pencil and ruler. Corrections to work should be neat with the error being crossed out with a pencil and ruler, using one line through the error.
- 4.7 Reference to our school values, such as resilience or respect, by the teacher/LA and children are strongly encouraged in feedback and marking.
- 4.8 Pupils should be encouraged to code and mark some of their own work, or peer assess work appropriate to age and ability. For example:
- using a small smiley face to indicate how they found the work – either smiley face, straight line face or sad face. This is drawn in pencil next to the L.O. on the left-hand side and in Maths, the size of one square, in English and Foundations subjects, no bigger than 1cm squared
 - editing their or their peer's English work
 - using self-assessment and/or columns on success criteria knowledge slip sheets
- The process of self-marking will encourage independence, but it is important that the teacher checks work where this process has occurred.
- 4.9 Where identified, pupils will improve work promptly using their purple 'polishing' pen from Year 2 upwards.
- 4.10 Our school marking code will be used consistently by pupils and teachers.
- 4.11 Expectations for marking in different subjects:
- **Foundation subjects:** Teachers identify which success criteria have been met by each pupil at the top of their work on the knowledge slip stuck into books. Children also

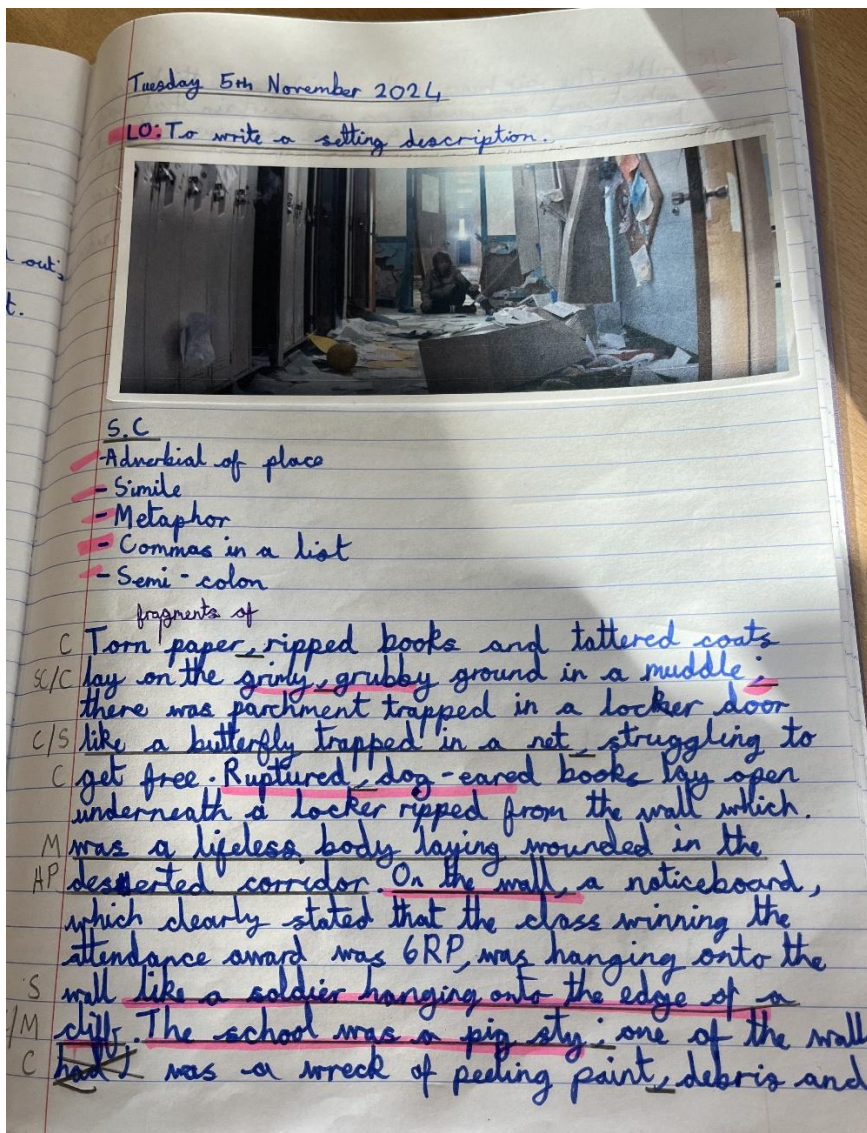
self-assess on this each lesson. Challenge questions set in marking to extend pupils' learning at least once a fortnight on subject rotation (3 lessons from Geography/History, Art/DT, RE, French, Science, PSHE each week).

- **Maths:** Teachers identify which success criteria have been met by each pupil at the top of their work on the knowledge slip stuck into books. Children also self-assess on this each lesson. Corrections identified with a **c** next to the answers and some short retrieval practice question may be written underneath, with teacher feedback to say, 'Try this...'
- **English:** Teachers identify which success criteria have been met by each pupil at the top of their work on the knowledge slip stuck into books. Children also self-assess on this each lesson. Where spelling errors occur teachers should underline with a green 'wiggly' line to signal that the word needs their attention for every piece of written work (with a maximum of 3). Teachers will write sp in the margin of the line where the spelling error is and also underline it with the green wiggly line. These words are also written underneath the child's work after any comment. Children respond to this by writing the correct spelling underneath the teacher's spelling of the word with their purple polishing pen, eg.

sp. wishes
wishes
wishes
wishes

Teachers should endeavour to help pupils correct words that appear on their National Curriculum word lists (and words from word lists from previous year groups) as a matter of priority. These are available for pupils to use in English lessons daily.

When marking extended writing, teachers should use a pink highlighter to indicate that they are 'tickled pink' when a child has achieved success criteria and a 'green for growth' to indicate areas for the child to improve upon, based on the success criteria. This is seen through throughout the pupil's work, highlighted underneath each time one of the success criteria is seen. The pupil can self-assess (or peer assess) using the same colours however, they must use coloured pencil to differentiate their marking from the teacher's. At the end of a piece of extended writing, the standard success criteria is marked against by the pupil and the teacher. This is stuck into books before the writing. In Year 6 the pupils identify which success criteria they have used and put initials for these in the margin as part of the editing process, eg.



4.12 Pupils should be able to articulate their next steps in learning to each other, the adults that work with them and any visitors to the class that ask them. This will be made explicit to them in verbal feedback and/or in written marking eg, *Next time, make sure you use capital letters for proper nouns.*

5 Equal Opportunities

5.1 At Thomas Jolyffe Primary School, we endeavour to provide equality of access to all aspects of the curriculum to all members of the school community. We aim, wherever possible, to provide translation services in order to facilitate parent/school partnership. All staff will endeavour to help all children to reach their full potential, irrespective of protected characteristics, in accordance with our Equal Opportunities and Inclusion policies.



Thomas Jolyffe Primary School Marking Codes

 Spelling error

- . **p** Punctuation error (mainly KS2- in margin- underlined in green within text)
- . **g** Grammar error (mainly KS2- in margin- underlined in green within text)
- . **c** Correction (maths)
- [] Highlight in green - choose a more effective word or phrase linked to S.C
- VF** + **staff initial** Verbal feedback
- ✓ Positive recognition (subjects other than extended pieces of writing)
- LP** learning partner task
- S+** **initials** supported learning (with an adult)
- I** Independent learning started here
- ST** Supply teacher

Assessment Prompts

L.O.

Objective achieved

L.O.

Objective partially achieved

L.O.

Objective not yet achieved

Pupil Self- Assessment



Objective achieved
I am confident I understand.



Objective partially achieved
I mostly understand but may need more help.



Objective not yet achieved
I do not understand.