



Marking and Feedback Policy

January 2021

Approved By:	Date:
Next review Due by:	
Any signature required:	



All things are possible for those who believe. (Mark 9:23)
Learning together we grow in faith

Rationale

At Little Heaton we believe that marking, feedback and evaluation, when combined, are a key element in supporting children's progress. The effective application of feedback and marking strategies within day to day teaching is crucial, allowing the deepening of understanding and supporting progress. It should provide opportunities to secure concepts and skills as well as develop understanding further (deepening knowledge). Children are expected to take an active role in their learning and both verbal and written dialogue is encouraged.

When does feedback and marking take place?

- Children's books are marked at regular intervals dependent on the nature of the task, feedback is not always simply when a piece of work is completed, and it is about guidance and support during the task set.
- Feedback and marking covers both oral and written forms of feedback, marking may occur both during and at the end of a piece of work allowing for evaluation through both 'closing the gap' tasks and tasks to deepen a child's understanding
- Children are expected to take an active role in their own feedback and marking, including participating in both oral and written feedback, peer and self-marking and reflective evaluation of their learning.

What does feedback and marking look like at Little Heaton?

- Verbal feedback will be the core of feedback and marking (either individual, in groups or whole class).
- Whole class marking and feedback strategies will be used for English and Maths, with records of these to be kept in the appropriate marking and feedback book. See Appendix one.
- Marking should be linked to learning objectives/success criteria and/or other targets.
- Teachers should use the appropriate symbol/code in the book to signify the children's understanding, linked to the learning objective.
 - OA object achieved
 - PA object partially achieved (not yet secure)
 - NYA object (not yet achieved)

If a child has the NYA code it would be expected that there would be some scaffolded learning/ intervention work at some point in the next 2 days.

- Children should be trained in marking, self-evaluation and peer assessment and will be given, where appropriate the opportunity to apply these techniques.
- Children should be given the opportunity to use self-assessment symbols (😊 I understand, 😐 I am unsure 😞 I need more practice) and trays to assist the teacher in identifying children who may need extra support and gap teaching.
- When editing/correcting/improving work children will write in purple pens. It would be expected that there would be evidence of this, in both English and Maths, at least once a week.
- When written marking takes place in books, green pen will be used to denote evidence that the learning objective has been achieved and pink pen will be used for 'next step'

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comments . In Key stage 1 it may be more appropriate to use coloured highlighters depending on the task.

- Work marked by an adult other than the class teacher should be initialled (TA teaching assistant, ST Supply teacher)
- A code of WS should be used to show when the child has completed a task 'with adult support'.
- Any adult writing in children' books must model the handwriting and presentation policy.
- The appropriate marking codes for English should be used and displayed in all classrooms in Year 2 and above. See Appendix 2.

APPENDIX 1

Use of Whole Class Feedback and Marking booklets.

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After a lesson, teachers should look through the pupils' books for common misconceptions and errors in basic skills. It can be helpful to sort the books into 3 piles – children who didn't grasp the concept taught, those who showed good understanding and those who did particularly well (this should be helped by the children using the self-assessment trays at the end of the lesson).

Whilst looking through the books, make notes on the key messages to feedback to children at the start of the next lesson. During this it may become clear children who need a short intervention session to revisit the objective.

The feedback at the start of the next lesson is essential. It can be done as a whole class or in small groups (using the additional adults in the room). This time can provide a chance for children to do some corrections or editing work in purple pen before you move on to the next learning objective. Don't forget the positive feedback too – using good examples as models for others.

The key to this approach is the knowledge that feedback works most effectively when it takes place with the children, either during the lesson or as part of a short follow up at the start of the next lesson. Although we have moved from fewer written comments in the book this does not mean we do not respond in books at all. We would still expect to see

APPENDIX 2

Marking codes for English

p	Punctuation error in that line
Se (and wavy line under incorrect word) Three corrected spellings underneath work.	Spelling error to be looked at and corrected. Maximum of 3 words rewritten 3 times.
?	This doesn't make sense
CL	Capital letter in the wrong place
∧	An omission
//	New paragraph
ws	Adult support of any kind during the session

These marking codes will be displayed in the classroom from Year 2.

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How will this policy be monitored?

The Senior Leadership Team will review samples of work for different abilities alongside the relevant feedback and marking book to monitor the implementation of this policy. Governors will also be involved in monitoring the quality of feedback and marking through learning walks and meetings with subject leaders. Feedback will be given in staff meetings and/or to individual staff members.

How will be ensuring equality for all?

The marking policy and procedures will be applied equally and fairly across the school in keeping with the ethos of inclusion for all.

Date policy reviewed: October 2018