



Marking and Feedback Policy

Re -formed November 2015
Last updated: December 2016

Introduction

Through effective assessment, we aim to raise achievement and attainment for all pupils, helping them to 'be all they can be'. Marking and feedback are crucial aspects of this assessment.

This is a live document and will be reviewed accordingly.

Aims and Rationale

The policy aims to ensure that children are receiving the same standard of feedback across the school (although the delivery will have some variation according to the age of the children). A consistent marking and feedback approach will also ensure that the pupils of Hayes understand what is expected of them as they progress through the school.

Through effective feedback and marking, we aim for the teacher and the pupil to both have a clear view of what the child is achieving well, and what they must do next to improve.

Principles:

- Marking is to inform the teacher in their assessments; feedback is to inform the child.
- Marking and feedback must be purposeful.
- Pupils are entitled to feedback, which may take the form of written or verbal feedback.
- It is vital that we involve children in the process of assessment through giving them timely and effective feedback
- Children must know what they have done well, what they need to do to improve and have time to do it.
- Feedback must be a positive experience for children.
- Feedback provides children with an opportunity for individualised learning.
- For this reason, feedback and marking will be given in an age appropriate format.
- Feedback must be clear and concise to ensure children understand.
- If a child is still making the same error, further intervention will be required.
- The focus of the lesson should be the main thrust behind the marking.



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Guidance for marking and feedback:

General:

- Pink ink will be used to denote progress and aspects done particularly well.
- Green ink will be used to denote areas for improvement.
- For core subjects, children will be given an opportunity (such as a question or task depending on their phase) to respond to the feedback with. This will further help them to: a) demonstrate that they understand their next step and b) help to ensure that they have internalised the feedback given.
- If a child has received verbal feedback, this will be recorded with the words 'Verbal Feedback' written in the book, and a brief phrase to denote the next steps. In KS2, the child then writes their own name alongside it to acknowledge the conversation.
- Specific time will be allocated during the school day for children to respond to feedback, and in some areas this may be immediate feedback.
 - Comments will focus on only one or two key areas for improvement at any one time.
 - Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work. The younger the child, the more important it is that the feedback is oral and immediate.
 - Feedback must be linked to success criteria.
 - For children with SEND, feedback may need to be presented verbally or more simply (this will be reflected in their ISP provision).
 - Tests (such as weekly spelling tests or times tables) will not necessarily require immediate feedback; however, teachers are to use the information generated to support and extend pupils.
 - Staff are welcome to use stickers, stamps and chance cards as praise.
 - Opportunities will be given for self and peer assessment. Children must be given success criteria in order to scaffold their work within this.
 - In EYFS, all key areas of the EYFS are also uploaded to Learning Journals with next steps/targets verbally shared with children recorded.

Mathematics

- Correct answers will be ticked in pink. Incorrect answers will have a green dot alongside them.
- Children will have a chance to review their errors and make corrections. The cause of the error may be signposted to the child (ie. circling the use of a wrong symbol)
- However, if the child clearly has a misconception, this needs to be addressed through feedback.
- In instances where children have clearly grasped a concept or task, they may be given an extension task/question as their next step in feedback.
- On practical tasks where children do not record, there is not a need to record verbal feedback.



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- If asking to see the child about a misconception, tick and write with a date, once this has been dealt with.
- Encourage children to cross out incorrect answers as opposed to rubbing them out. This shows that they are self-editing.
- See Appendix 1 for examples of typical comments.
- For EYFS- Most of the maths activities are practical. Photos are taken and put in the child's on line Learning Journal. Attached to each photo is a comment and a next step. Observations are recorded on assessment sheet.

EYFS English

- The 'tool kit' is highlighted - 'tickled pink' and 'green for growth'. This is marked with the child so that they know their target.
- Verbal feedback is given for every written piece.
- Stickers are given for praise.
- Observations are recorded on assessment sheets.
- Photos of work on whiteboards are taken and put in the child's on line Learning Journal. Attached to each photo is a comment and a next step.
- Name writing books - Targets are written at the bottom of each page and verbalised to the child at the time.

KS1 English

- Punctuation errors will be highlighted in green on the children's work.
- A maximum of 2 spelling errors will be highlighted from any given piece.
- Pink and green highlighting will denote particular areas that have gone well or require attention.
- Children will assess their writing with an adult against the success criteria by using a success criteria/tool kit sheet.
- Staff will indicate the date of pupil conferencing on the children's work.
- Self and Peer assessment: Children will identify success criteria (eg. Golden Sentence) with their own writing or mathematics work that is evidence of their understanding of the task.

KS2 English

- Punctuation errors will be recorded in the margin. Children are to make these corrections during their feedback response time (See Appendix 2 for symbols to be used). These symbols are found in the front/back of each child's book for their own reference.
- A maximum of three spelling errors will be highlighted from any given piece.
- Pink and green highlighting will denote particular areas that have gone well or require attention.
- A feedback task will be given that is either connected to the success criteria or- if the child has excelled in all areas- provides an extension.



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- The space where children respond to feedback will be highlighted with a green stripe in the margin.
- On extended pieces of writing, children are required to self-assess against the success criteria using a success criteria/tool kit sheet (see appendix 3).
- If asking to see the child about a misconception, tick and write with a date, once this has been dealt with.
- Children are to be encouraged not to rub out errors, but to put a neat line through them. This evidences editing.
- See Appendix 1 for examples of typical comments.

Foundation subjects

- When children are recording in a foundation subject, staff are to use success criteria sheets (see appendix 3).
- These require pupils to fill out the success criteria boxes with ticks.
- The children are also to contribute an English target that is pertinent to the lesson.
- A feedback task may be required in these subjects.
- In KS2, the staff also fill out the boxes against the success criteria and fill out the comments section (which denote what children have done well, a target area, and a comment on how they have worked- see appendix 3 for a sample of a completed sheet).

Self/Peer Assessment

- Self assessment can be in the form of a smiley face to demonstrate level of understanding (posters in all classes). In addition to this, a 'thumbs up' to demonstrate understanding, within a lesson is a quick useful tool to gauge levels of understanding.
- Constructive peer assessment can take the form of 2 stars & a wish or embedded cooperative learning strategies.
- In KS2, children should identify success criteria within their own writing or maths work. Highlighting words related to L/O or an element of VCOP is good evidence of the child's understanding of the task. In maths, highlight working out or an answer that demonstrates the lesson's objective is met.

Presentation of work

- All work should be dated.
- The Learning Objective must be clearly displayed at the top of the work.



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- In KS2 mathematics, a margin is to be drawn two squares in from the page. A further margin may be drawn in the centre of the book if required.
- Children should write in pencil, and, once deemed ready in KS2, will use blue ink from a handwriting pen.
- Children should always write in pencil in mathematics.
- Staff should set high standards and be a good role model.

Teaching Assistant's marking work

- TA's will follow the 'Guidance' (above) when marking work.
- It is very important that feedback contains the level of support given to the child.
- The initials TA, TA+, TA++ will be used to indicate the level of support given.



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Appendix 1: Examples of effective feedback comments

After Growth Mindset INSET (Aut 16), we have evolved our comments in order to acknowledge this element of whole school development.

Growth Mindset (General)

- Comment on effort
- I know you struggled with this. Well done for persevering/being resilient.
- You were successful because you...
- I like how you...
- You are developing...
- I can see how you've progressed

Example comments for English books.

Extended writing:

This is a superb set of instructions, Megan!

- You used a range of complex sentences.
- You used technical vocabulary well.

Next steps: Make sure you use imperative verbs (bossy verbs) so you give clear commands. Rewrite the highlighted section doing this.

—

You've tried really hard today, Adam!

- You used speech marks correctly!
- You described your characters well.

Next steps: Vary your vocabulary more. Can you think of three synonyms (different words) for 'shouted'?

—

I really enjoyed reading this recount, Carol!

- You used lots of time connectives.
- You wrote in chronological order.

Next steps: Try to use more compound sentences? Finish these sentences off for me.

1. I had an ice cream and__
2. My dad was late so __
3. I wanted to go swimming __

—

Daily writing:

NB- The Learning Objective is given to provide context.



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LO: To use causal connectives to link ideas.

- Good range of causal connectives
- You extended your ideas well
- Next steps: Remember a comma after your connective. Add the missing ones in on the last few sentences.

LO: To use exciting vocabulary to describe a character.

- You described different parts of the character.
- You checked your punctuation.
- Next steps: Use more exciting adjectives. Can you think of 4 words to describe the monster's face?

LO: To correctly punctuate simple sentences.

- You punctuated accurately
- Your handwriting has improved
- Next steps: Can you change the highlighted sentence into a compound sentence?

Example comments for Maths books.

Wonderful work, Jon.

Can you complete the rest of this sequence? (Challenge inserted)

I'm really impressed, Tim!

Can you show me how you worked it out using jottings?

A great effort, Debbie. Your work is getting neater!

Try these (easier questions inserted) and really work through slowly, one step at a time.

Wow! You've really grasped column addition, Hannah!

Try this challenge. (Problem inserted)

You used your tables well and showed your workings.

See me or Mrs Palfrey and we'll discuss question 12.

Well done, Alex! You have started to divide these numbers by 10.

Check question 10.

Remember:

$$60 \div 10 =$$

$$6 \div 10 =$$



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Appendix 2- Feedback symbols



Hayes School Marking

Pink - Progress

Green- Growth

Highlight area green Needs attention

Highlight area pink This has been done particularly well

SP Spelling error (child self-corrects)

Tense Incorrect tense

^ Omission

// Start new paragraph

OO Punctuation error

— Bridge



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Appendix 3- Foundation subject marking



Monday 16th November 2015

LO: To apply our knowledge of forces by performing an investigation.

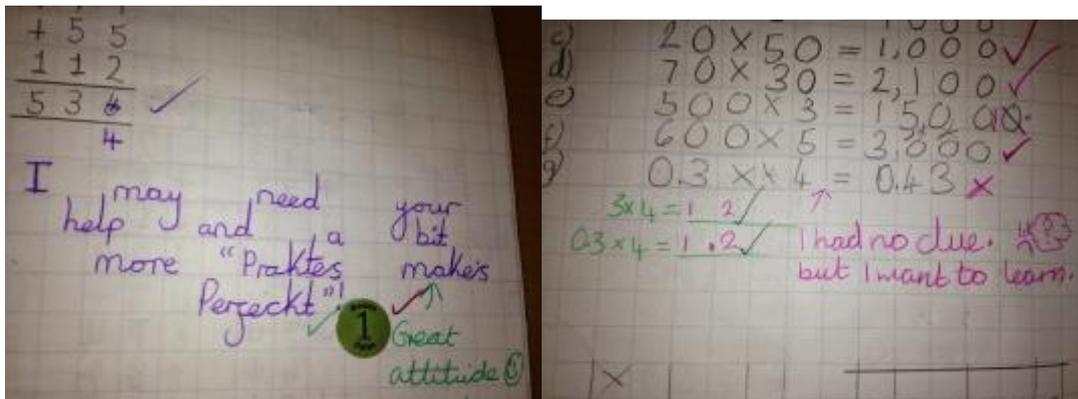
Pupil Assessment	Tool Kit	Teacher Assessment
	I have performed my test fairly.	
	I wrote a conclusion explaining my findings.	
	I recorded my observations.	
	My English target:	

How I think you have worked:

What you have done well:

What you need to work on:

Examples of comments in books form children demonstrating a Growth Mindset





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