



Beaminster
St. Mary's Academy

Where children come first; belonging and building together
Respect † Trust † Kindness † Friendship † Responsibility

Marking and Feedback Policy

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Review date: Autumn Term 2022

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Marking and Feedback Policy

Rationale

The purpose of this policy is to make explicit how pupils' work will be marked and feedback given. All members of staff are expected to be familiar with the policy and to apply it effectively and consistently.

The need for a marking and feedback policy

It is important that the teaching team provides constructive feedback to pupils, both written and orally, focusing on success and improvement needs against learning intentions. This enables pupils to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do, supporting them to be successful. We recognise that the teaching team consists of teachers, teaching assistants (TA's), and any other specialist teachers employed by the school and/or DSAT.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- ◆ Be manageable for the teaching team and accessible to the pupils.
- ◆ Relate to the learning intention.
- ◆ Involve the teaching team working with the pupils.
- ◆ Give recognition and praise for achievement and clear strategies for improvement.
- ◆ Allow specific time for pupils to read, reflect and respond to marking where appropriate.
- ◆ Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- ◆ Inform future planning.
- ◆ Ultimately be seen by pupils as a positive approach to improving their learning.

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this policy, has a significant impact on raising achievement. Developmental comments alone raise standards as they help pupils to understand the main purposes of their learning and thereby grasp what they need to do to improve.

Teachers should use a mix of strategies to motivate and encourage pupils' enthusiasm to learn through: Suggesting alternative ways in which they can improve their work; positive acknowledgement of correct work; encouraging comments on areas for development. Marking and feedback should be immediate where possible. Staff can mark pupils' work whilst giving verbal feedback using green and pink pen where tasks are short and marking is quick. In this way, pupils can respond immediately during the lesson. More detailed, quality marking is to be completed prior to the next lesson where possible so pupils can act upon feedback. Fundamentally, when evaluating pupils' work and providing feedback, this should lead the child to:

1. know the purpose of the piece of learning;
2. know how the extent to which they have achieved;
3. know how to move closer to the desired goal, e.g. their target.

The methodology of marking pupils' work

The following are methods of marking and feedback, however a minimum of one in every third piece of work in a subject should be quality marked. Our marking key has been included in this policy as Appendix 1.

Oral Feedback

It is important for all pupils to have oral feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set targets for future learning. This would be particularly appropriate within the performing arts areas (see subject specific marking and feedback guidance in appendix).

Summative Feedback / marking

This is associated with closed tasks or exercises where the answer is either right or wrong. Green pen is used to identify 'Green for Growth', i.e. incorrect answers and pink pen is used to identify 'Tickled Pink', i.e. correct answers.

Formative feedback / marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention.

Quality Marking

A minimum of one in every third piece of work in a subject should be quality marked. Teachers should focus first and foremost upon the learning intention of the task. The emphasis should be on both successes against the learning intention and/or the improvement needs of the child.

When quality-marking teachers:

1. Read the entire piece of work.
2. Highlight where the child has met the learning intention in pink pen for 'Tickled Pink' using the marking key and indicate clearly a focused area for development marking in green pen for 'Green for Growth' with a comment linked to this, which will help the child improve their future learning.
3. Spelling, punctuation and grammar need not be marked in every piece of work but are marked using the marking key. (See Appendix 1 for Marking Key)
4. The adopted marking key use symbols as shorthand when marking. Pupils are to be made clear about what the symbols represent and will be able to see them on the classroom walls. All pupils should have a comment. When possible and appropriate, pupils should be given a comment, which will extend their thinking. Beware: some questions elicit a yes or no answer, and that is what you get. So, if using a question, ensure that you will receive an appropriate answer, but it is best to use a statement.

Spellings

A maximum of three spellings should be corrected in any one piece of work, to support progress, attainment and self-esteem.

The marking of spellings should focus on the following:

- HFW/Common exceptions words
- Current phoneme/spelling rule/spelling pattern focus
- Non- negotiable words for specific children/ groups of children/class

Spellings should be written out 3 times by the child in purple pen.

Marking and Feedback in the Early Years Foundation Stage

In the Foundation Stage, marking and feedback strategies include: Written annotations, short and narrative observations (written). Annotation of work and photographs by staff. Pupils beginning to annotate their own work and pictures Oral dialogue with Pupils about their active play, work or special books Use of marking key at an appropriate stage (Reception).

Pupils' response to the comments Self-Marking and evaluation

Pupils should be given time at the start of a lesson, to read and consider the written feedback (Green for Growth and Ticked Pink) the teacher has provided.

Pupils should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received. Pupils should be encouraged, where appropriate, to respond to the written feedback, either verbally or by writing a reply. They will use a purple pen to respond to all feedback. All Pupils should sometimes be encouraged to self-evaluate and older pupils should be encouraged to identify their own successes and look for an improvement point. The plenary can then focus on this process as a way of analysing and learning. Pink and green coloured pencils are used for self-evaluation.

Subject Specific Marking and Feedback

All subjects will be marked using the marking code with green and pink pens. The following guidance is in addition to the requirements of this policy.

Maths

In Numeracy all pieces of work should be marked.

A minimum of one in every third piece of work should have a quality comment.

Investigative and Practical work

Where a child has undertaken an investigative or practical task, there should be a quality comment, which reflects their formative and summative assessment.

Pupils should be given the opportunity to self-evaluate each objective

English (also to be used for the marking of RE and Foundation subjects)

A minimum of one in every third piece of work should have a quality comment.

Pupils should be given the opportunity to self-evaluate using green and pink coloured pencils.

When marking extended writing, there needs to be two comments: one to emphasise and praise a successful aspect of the piece and one to highlight an area for improvement as identified by their target and objective for the work.

Computing

Samples of work used for computing feedback should be annotated with the computing learning intention rather than the curriculum area intention that it may support. The focus should be on the level of skill the child has used rather than the necessary outcome.

Vocabulary

Where subject specific vocabulary is written, this should be correctly spelt.

Other Curriculum Areas

Subjects such as PE, Music, Drama etc., should use oral feedback to support the Pupils' learning and development. This could also include opportunities for the Pupils to positively evaluate the work of their peer's performance. If written work is completed, the principles of quality feedback and marking should be applied.

Appendix 1

Annotation	Meaning
Pink - Highlighted, underlined or ticked Progress	Work which demonstrates a pupil has met an element of success criteria; demonstrated a particular skill or achieved the intended outcome.
GREEN - Highlight or underlined Growth	Work which needs further attention or displays an error or misconception (e.g. a letter needing capitalisation; poor word choice; specific erroring calculation. Closing the gap, next step marking
Sp (in margin for years 3-6)	Spelling mistake
//	New paragraph needed here
^	Missing Word
Pink Tick	Correct response/ answer
Green dot	Incorrect answer which requires correcting
V	Verbal feedback given
G	Guided group work

Appendix 2

Examples of next step/closing the gaps feedback in English:

- Make sure you use imperative verbs (bossy verbs) so you give clear commands. Rewrite the highlighted section doing this.
- Next steps: Vary your vocabulary more. Can you think of three synonyms (different words) for 'shouted'?
- 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 __
- Next steps: Remember a comma after your connective. Add the missing ones in on the last few sentences.

Example comments for Maths books

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

Check question 10. Remember: $60 \div 10 = 6 \div 10$.

Next Review due: Autumn Term 2023