THE WHITE HORSE FEDERATION

Tregoze Primary School

Marking and Feedback Policy
Principles and Practice

September 2015

At Tregoze Primary School we believe that children learn best when we inspire, motivate and challenge them by setting high expectations for their achievements and their work and by ensuring that the marking and feedback form an integral part of their learning journey. It enables teachers to inform children of their achievements, address misconceptions and celebrate good work. Commenting on their work constructively helps them to develop a sense of pride in all that they achieve and helps them to strive for continuing improvement. Our responses should focus on successes and areas for development against clear learning intentions and success criteria, which enables all children to become reflective learners. This then feeds directly into assessment and planning to ensure that we create an efficient system for maximising individuals potential.

"The Student knows more than the teacher about what he has learned – even though he knows less about what was taught." (Peter Elbow)

1. The **Teachers' Standards** make explicit expectations for marking and feedback in particular TS6 below.

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6. Make accurate and productive use of assessment
(a) know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
(b) make use of formative and summative assessment to secure pupils' progress
(c) use relevant data to monitor progress, set targets, and plan subsequent lessons
(d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

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2. **Principles of Marking and Feedback at Tregoze**
At Tregoze, we aim to:
✓ Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
✓ Use the marking system as a tool for formative on-going assessment;
✓ Improve standards by encouraging children to give their best and improve on their last piece of work;
✓ Develop children's self-esteem through praise and valuing their achievements;
✓ Create a dialogue which will aid progression.

Effective marking and feedback *should always*:
✓ Be positive, motivating and constructive for children *and affect the child's progress*;
✓ Be at the child's level of comprehension;
✓ Not penalise children's attempts to expand their vocabulary;
✓ Be written in handwriting that is legible and a model for the child;
✓ Be *frequent and regular*, teachers will need to apply their judgement when choosing the detail and focus of the marking dependent on the LI and their knowledge of the child;
✓ Allow specific time for the children to read, reflect and respond to marking;
✓ Involve all adults working with children in the classroom;
✓ Give children opportunities to become aware of and reflect on their learning needs;
✓ Give recognition and appropriate praise for achievement;
✓ Give clear strategies for improvement;
✓ Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities;

- ✓ Provide information for the teacher on the success of the teaching;
- ✓ Relate to the learning intention/success criteria of the work set;
- ✓ Use the agreed Marking Code (See Appendices) to correct errors that go beyond the learning objective.

Monitoring and Quality Assurance

This is a whole school policy which applies to all teachers and support staff. The application and impact of the Feedback and Marking Policy will be reviewed in line with the monitoring schedule within lesson observations and book scrutinies conducted by the school's Senior Leadership Team (SLT) – and supported within phase groups across the school.

This policy was drawn up by the Principal, working in consultation with the Senior Leadership team and its implementation is seen as the responsibility of all staff. Outcomes will be shared to enhance best practice and will also form part of judgments made for professional Performance Appraisal. The work scrutiny proforma is in Appendix 6.   This policy will be reviewed annually.

1. **We will use 'Pink' to highlight success and 'Green' in EYFS to highlight development as the framework for our marking and feedback**
- ✓ The learning intention (LI) will be shared with the children at the beginning of each lesson and recorded at the top of each piece of work. This will make it clear what the children are learning and what the children were trying to achieve. Success at the LI may be highlighted in pink if the child has achieved what they were working towards.
- ✓ Success criteria will be shared with the children using Must, Should, Could; Bronze, Silver, Gold, Platinum; or Chilli Challenges/Hot spots.
- ✓ Marking for positive work towards the learning intention and/or a child's targets will be highlighted in pink. A comment may be left for the child to read so that they know exactly what they have done well.
- ✓ Marking for development will be highlighted in green for Early Years and recorded/written in other year groups. This may be for spelling mistakes, punctuation areas of weakness, corrections or where the child has not fully met the learning intention.
- ✓ All children will have an editing checklist within their books to aid their self-assessment.

2. **When to mark**
- ✓ Marking should be done during, or as soon after the completion of the last task and before the next teaching session of that subject.
- ✓ Teachers will need to apply their judgement when choosing the detail and focus of the marking dependent on the LI and their knowledge of the child. However, all work will be at least checked against the LI. The teacher will demonstrate that they have acknowledged the work by using ticks (✓) and other notations outlined in the Marking Glossary.

3. **Response to marking (RTM)**
   Wherever success and improvement comments are shared, either after or during the lesson, learning time must be given for children to reflect, act or respond to them.
   - ✓ Teachers should build in time in plans for the children to revisit previous learning – drip feed ideas during the day, show real life contexts as they arise, use inputs to revisit etc.
   - ✓ Give children a structured episode in which they can revise/edit/improve their learning before continuing with new learning. This could be at the start of the lesson by allowing time for the children to read feedback, initial it and respond to it if appropriate at that point or use a plenary at the end of the lesson to read, discuss or make improvement suggestions.

✓ Wherever possible children should be encouraged to self-evaluate their own learning through the use of LI and success criteria supported by assessed or modelled examples.
✓ Children should aim to self-assess regularly at the end of every lesson by *traffic lights (KS1), against the Must, Should, Could; Bronze, Silver, Gold, Platinum or Chilli Challenges*.
✓ Children should be encouraged to annotate their work to show the support they received using the agreed codes: S (supported and by who – T or TA) and I (independent) .
✓ In Early Years additional agreed codes are: AI – Adult initiated; CI – Child initiated.
✓ Children should engage in peer assessment on a regular basis, highlighting the great parts in pink(referring to LI and success criteria) and writing next time targets (NTT).
✓ Post – it notes can be used for partner marking and comments but must be signed and dated.
✓ If VF (Verbal Feedback) is indicated, the pupil can record what was discussed with the teacher to demonstrate an understanding of the guidance given. (This will need to be done with their blue polishing pen).

Types of marking guidance

1. Verbal Feedback
This means the discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. A discussion should be accompanied by the appropriate marking code symbol in the child's book or remark to serve as a permanent record for the child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Coded Learning Intention
At the end of a piece of work the LI should be ticked to indicate the child has met the learning objective for that lesson. If further work is required on the LI then a * should be placed next to it. It is essential that the learning intention reflects the learning in the lesson if this system is to work effectively.

3. Success Criteria Checklists
Success Criteria checklists may be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Example for older children this generally appears on the working wall or in the books:

Success Criteria Checklist	Pupil	Teacher
Learning Intention: To practice writing a formal letter		
1. First paragraph: explain what your letter is about		
2. Use at least 2 different connectives		
3. Include no more than 2 rhetorical questions		
4. In the last paragraph, summarise your main points and demand compensation		

4. Peer/Self-marking
If appropriate, children should engage in self-marking or annotating of their own work so that they may receive minute-by-minute feedback about how they are progressing through the lesson.eg if they have spotted an error write a short explanation as to what they did wrong.
Children should be given regular opportunities to self/peer evaluate their own and others' work so that it becomes embedded in every day practice. Within lessons, children should be given time to reflect on their learning and identify their own successes and look for improvement points. Mini plenaries are an excellent opportunity for this.

5. Marking Comments

All marking at Tregoze by teachers and support staff is to be completed in green ink. The children will edit their work using their blue polishing pens. Red ink will be used by the Teachers to give them their next target after completing a cold task.

When providing children with feedback to extend/consolidate their learning, children should be informed of aspects of their work that have met the learning outcome well (Pink Highlighter) as well as steps for improvement.

Type of comment	Example
A **challenge** prompt	A problem that requires the maths concept taught to be applied
A **reminder** prompt	What else could you include here?
A **scaffolded/steps** prompt	What were the man's eyes doing? The man was angry so he…
	Describe the expression on the man's face.
An **example** prompt	Circle the calculation that is correct:
	20% of 100 = 20 / 20% of 80 = 20

Time should be built in for *'Response To Marking'* (RTM). Comments relating to effort should be clearly different to those relating to achievement and be positive.

6. Extended Writing
Extended writing should always be marked with an extended comment relating to the success criteria for the particular genre or comments relating to the child's next steps. Comments may also refer to word/sentence level features.

Marking of writing in general should indicate how well the learning intention has been met and highlight the next step. For assessment purposes, it is important to annotate the work to show the support received during the lesson. The following codes should be used to indicate the support given. Children can write these codes themselves above their learning intention:

S /T   Support – child supported by a teacher

S/ TA   Support – child supported by a teaching assistant

I   Independent – child has worked independently

Marking Codes: See Appendices for KS1 and KS2 Marking Codes

Summary – What do Teachers do:

Principles	Procedures	KS1	KS2
Marking is against LI taking into account the child's personal differentiated learning. The SC (success criteria) will be shared in the lesson and used to assess the LI.	LI ticked when fully met at end of piece of work	✓	✓
	LI* (more support needed) when the LO has not been met and in green pen	✓	✓
	Where the **LI has not been achieved** or there is a **misconception**, **feedback will usually be given** which requires the child to uplevel their work / respond to feedback etc. Child to initial.	✓	✓
	A **green pen** to contrast with the pen/pencil used by the child is used for marking and giving feedback. Teachers' comments in an age appropriate handwriting cursive script.	✓	✓
	Work may be labelled as supported by a T **(S/T)**, or **Teaching Assistant (S/TA) or** independent **(I)**	✓	✓
Marking and effective feedback are fundamental to children's learning in Guided session.	**Daily Guided sessions in English and Maths** will be marked by the teacher.	✓	✓
	This marking may be via Verbal Feedback **(VF).**	✓	✓
	Marking and feedback also reflect **progress** against the child's **next steps** and **red pen target** .	✓	✓
Marking and feedback is a positive process with pride of place given to the achievements the child has made. Feedback should cause thinking to take place.	For **English** and **Maths** the teacher writes at least **one positive comments** and then a next step comment (As above).	✓	✓
	Feedback should be written in an age appropriate way.	✓	✓
Feedback should boost self-esteem and aspirations	In writing, a **PINK highligher** will be used to highlight work meeting the LI. Over time the children will be able to self and peer- assess their own and each others' learning.	✓	✓
Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.	**Verbal feedback** is provided during all parts of the lesson as part of **ongoing feedback** and **assessment (AfL).**	✓	✓
	Verbal feedback will, where possible, relate to the **pupil's individual learning needs** and **always** to the **LI**.	✓	✓
	Verbal feedback annotation (VF) should have written by it what that was by the pupil in UKS2.		✓
Errors that were made by many children should not have individual feedback, but should be noted in planning.	**Common errors** are evaluated in teacher **planning** and will be addressed during following sessions.	✓	✓
	Children will know that they need to review their learning the next lesson.	✓	✓
An agreed symbol system is used in	Squiggle under a word = weak word – try again!	✓	✓

marking children's **writing**.	✔ =great use of e.g. language, punctuation, phrase etc	✔	✔
	^ = insert a good word, phrase or clause or omitted word in blue	✔	✔
	// = new paragraph needed	✔	✔
	R = repetition – you find it and change it		✔
	➔ insert extra section, e.g. develop argument more		✔
	? = something wrong here – you find it and put it right		✔
SPELLING	⬭ Sircle a word = spelling that needs changing (HFW and patterns that have been taught) + sp in the margin/near the error or at bottom of the page.	✔	✔
	In **ALL** subjects **focus / technical vocabulary** should be corrected by being <u>underlined</u> and the correct word should be written near the error/or in the margin.		✔
PUNCTUATION	The 'bright but careless' writer = write the number of errors at the top of the page/paragraph for them to insert		✔
	Less confident writers = work in pairs, re-reading and inserting punctuation.	✔	✔
	Circle missing punctuation.	✔	✔
An agreed symbol system is used in marking children's **maths** learning.	In **Maths** misconceptions should be shown correctly next to the error	✔	✔
	Dots are used to indicate if work is incorrect	✔	✔
	Comments refer to **skills** and **targets**	✔	✔
	Next step marking is clear for **daily Guided group/3x week for all.**	✔	✔
	Feedback is expected every day.	✔	✔
	Through ongoing marking the teacher may offer a **practice question linked to feedback** for the children to work on in the next session	✔	✔
	LI and short date	✔	✔
Neat presentation enables children to be proud of their work.	In Maths and Learning Journey, sheets (stuck in books) are trimmed to fit (without being folded) before the children write on them. The children sign up to the Presentation creed in the front of their Maths and Learning Journey book.	✔	✔

Summary – What children do:

Principles	Procedures	KS1	KS2
Children are active learners and are part of the marking and feedback process. Children have at least one opportunity per	Write the Learning Intention and date (short date in Maths / long date in Learning Journey.		✔
	Children **self-assess** their learning using traffic lights, M, S, C etc	✔	✔
	Children can tick off the success criteria to evaluate their learning.	✔	✔
	Children can **peer assess** each other's work using the success criteria.	Yr 2	✔

7

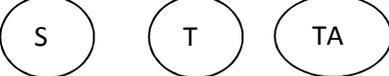|		KS1	KS2
lesson to self-assess their learning.	Where children work collaboratively they denote this with **(TP)** – talk partner work.		✓
	Pen /pencil policy adhered to but changes made using blue polishing pens. Once children have neat joined cursive handwriting in pencil they will be awarded their pen licence.		✓
Children have responsibility for the careful presentation of their work.	Children always write in their books, not on the covers.	✓	✓
	Children underline titles.	✓	✓
	If children make a mistake, they draw ONE ~~strait~~ straight line through the error.	✓	✓
	Sheets are stuck in neatly into books	✓	✓
	Children take pride in their work at all times.	✓	✓
	Children will sign up to the Presentation Creed at the start of a book.	✓	✓
	Children in maths will ensure that there is one digit per box.	✓	✓
	In Maths, children will work down the page in two columns. Children who are dyslexic or at risk work across the page.	✓	✓

Summary – What Teaching Assistants do:

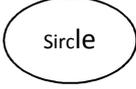| Principles	Procedures	KS1	KS2
Feedback is given by the teaching assistant in order to reward learning and move learning forward.	TAs **initial** any comments in group work and put S/TA if supporting a pupil/group of pupils.	✓	✓
	Tas, as part of ongoing assessment, will **feedback** to class teachers any child who has made good progress/concerns in order to inform the **next stages** of learning. **This can be on post it notes and handed in to teacher for planning evaluation evidence**.	✓	✓

Summary – What Supply Teachers do:

Principles	Procedures	KS1	KS2
Feedback is given by the supply teacher in order to reward learning and move learning forward.	Supply teachers use **the agreed system** when marking individual or group books.	✓	✓
	Supply teachers **initial** all marking and feedback.	✓	✓
	Supply teachers, as part of ongoing assessment, will **feedback** to class teachers any child who has made good progress/concerns in order to inform the **next stages** of learning. This may not be direct contact but via written notes.	✓	✓

Appendix 1 Marking Glossary – KS1

Code	Meaning
Learning Objective ticked ✔	when fully met
Learning Objective with a *	(more support needed) when the LI has not been met
(S) (T) (TA)	Supported / Teacher or Teaching Assistant
(I)	Independent
(VF)	Verbal Feedback given (teacher to write brief notes as to what this was)
Squiggle under a word	weak word – try again!
✔	Great use of e.g. language, punctuation, phrase etc
^	insert a good word, phrase or clause/word missing
// NP	new paragraph needed
(Sircle) +sp	spelling that needs changing (HFW and patterns that have been taught) Pupil to complete in RTM.
( ) Where full stop should be	full stop missing
ABC to go over the lower case	capital letter/s missing
.green dot	In Maths – used to indicate if work is incorrect
Pupil's responsibility:	
Red	not sure (I tried but some confusion)
Amber	ok
Green	excellent understanding
~~strait~~	Error found and corrected neatly
<u>Title</u>	Pupils underline titles
9.3.15	short date in Maths (Years 1 and 2)
<u>Monday 9th March</u>	long date in Learning Journey (Year 2)

Appendix 2 Marking Glossary – KS2

Code	Meaning
Learning Objective ticked ✔	when fully met
Learning Objective with a *	(more support needed) when the LI has not been met
S/T or S/TA	Supported / Teacher or Teaching Assistant
I	Independent
VF	Verbal Feedback by teacher or TA. Pupil needs to write by this what that verbal feedback was.
<u>Squiggle</u> under a word	weak word – try again!
✔	great use of e.g. language, punctuation, phrase etc
^	insert a good word, phrase or clause/missing word
// NP	new paragraph needed
R	repetition – you find it and change it
➚	insert extra section, e.g. develop argument more (hints of how to do this to be given)
?	something wrong here – you find it and put it right
Sircle +sp in margin	spelling that needs changing (HFW and patterns that have been taught) Pupil to write it near error/ in margin
<u>underlined</u>	In **ALL** subjects **focus / technical vocabulary** should be corrected by being <u>underlined</u> and the correct word should be written near the error/or in the margin
◯	full stop missing
◯	capital letter/s missing
. green dot	In Maths - used to indicate if work is incorrect
Pupil's responsibility:	
Red	not sure (I tried but some confusion)
Amber	ok
Green	excellent understanding
~~strait~~	Error found and corrected neatly
<u>Title</u>	Pupils underline titles
9.3.15	short date in Maths (KS2)
<u>Monday 9th March</u>	long date in Learning Journey (KS2)

Appendix 3 Editing Checklist KS1

Polishing Pen Checklist	
	Use your polishing pen to:
whent _____	*Underline spellings that you think are wrong:*
Went Whent _____	*Use a word mat/working wall to correct spellings.*
The cat sat on the mat.	*Capital letters* *Full stops*
? , "" !	*Punctuation*
∿∿∿∿	*To underline nonsense*
Colourful bumpy The^ bus went down the^road.	*^ sign to add new words.*
*	*If you need to add more than a word or two, use asterisks to your writing and then add your extended ideas after your work.*

Appendix 4 Editing Checklist KS2

Polishing Pen Checklist	
	Use your polishing pen to:
whent _____	*Underline spellings that you think are wrong:*
Went Whent _____	*Use a dictionary/word mat to correct spellings.*
Tregoze Primary	*Remember to put in any full stops or capital letters you've missed with your purple power pen.*
? , "" ! : ;	*Remember to show off other punctuation you know how to use - just make sure it's in the right place.*
∿∿∿∿∿	*To underline nonsense.*
Colourful bumpy The^ bus went down the^road.	*Use the ^ sign to add in words and improve sentences.*
*1 *2 *3	*If you need to add more than a word or two, use asterisks to your writing and then add your extended ideas after your work.*
//	*Is your work paragraphed correctly?*
➔	*I need to insert an extra section*

Appendix 5 Presentation Creed

Appendix 6 Work Scrutiny Feedback

Class:			Subjects/Books:	
Date:			Monitored by:	

	Yes	No	Comments
Work marked regularly?			
General presentation?			
Evidence of teachers using Marking codes?			
Pink highlighter used for LI?			
Green pen used for areas of development?			
Success comments written?			
Improvement comments written?			
Evidence of pupil response to teacher comments?			
Evidence of self assessment by pupils?			
Evidence of peer assessment by pupils?			
Is the level of work age related?			
Evidence of differentiation in books?			
Evidence of challenge within books?			
Evidence of high expectations in books?			
Evidence of progression in work?			
Evidence of progression in planning?			
Evidence of extended independent learning			

Ofsted Grade Descriptors			
Outstanding	Good	Requires Improvement	Inadequate
Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.

Additional Comments:

Areas of strength:
Areas for Development:
Agreed next steps as a result of feedback

Scrutiny completed by/on	
Feedback discussion with class teacher date	
Signed (scrutineer)	
Signed (class teacher)	