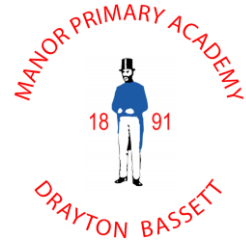




Inspiring All to Excellence



Manor Primary Academy

Marking and Feedback Policy

Document and Version Control

Document Title	Marking and Feedback Policy
Effective Date	March 2023
Policy Owner	Simon Robson
Policy Approver	LGB

Version	Date	Amended by	Comments
1	March 2023	SR	Converted from previous school policy to Fierté format. Removal of reference to daily evaluation sheet. Sentence added about self-marking, removal of reference to worksheets, reference to learning objectives on a sticker added, reference to KWL grid replaced with examples of pre-topic assessments and Covid 19 section removed.

Section	Changes Made

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Manor Primary School.

At Manor Primary School we recognise the importance of feedback as an integral part of the teaching and learning cycle. In order to create this policy, we have carefully researched different approaches to marking and the impact this marking has on both pupils and teachers. Therefore, this policy underpins the evidence of best practice from the Education Endowment Foundation, the Eliminating Unnecessary Workload around marking workload review (DFES) and the Marking and Evidence Guidance for Primary Mathematics Teaching (NCETM).

This research shows that effective feedback should:

Redirect or refocus the learner's or the teacher's actions to achieve a goal.

Be specific, accurate, clear and age appropriate.

Encourage and support further effort.

Alert the teacher to misconceptions so that the teacher can address these in future lessons.

Above all marking must be **Meaningful, Manageable** and **Motivating**.

Marking and Feedback in practice.

It is essential that teachers evaluate the work that children undertake in lessons and use this assessment to adjust their teaching. Feedback occurs at one of five stages in the learning process.

Live Marking – During the lesson

Summary Feedback – at the end of a lesson/task.

ICU – Immediate Catch Up- Responding to feedback.

Peer or self-assessment – During or at the end of the lesson.

Summative Assessment– Tasks planned to give teachers definitive feedback about whether a child has securely mastered the learning intentions.


In practice:

Type	What it looks like	Evidence
1) Live Marking	<p>This is verbal and done during the lesson. A 'Verbal Feedback' stamp or the initials VF under the piece of work will be used to evidence this type of feedback. There may be occasions where editing codes may be used during this feedback (see editing codes). Children are encouraged to correct work in purple pen following verbal feedback. Some children prefer to make more subtle corrections in the pen or pencil they are writing in so corrections may not be so obvious.</p> <p>The learning objective will be ticked or dotted by the teacher (see below)</p>	<p>Lesson observations/learning walks/ book scrutinies</p> <p>VF stamps/initials in books</p> <p>Corrections and follow up (usually in purple pen).</p> <p>Evaluation notes in teacher's assessment booklet</p>
2) Summary Feedback	<p>At the end of the lesson. Light touch marking.</p> <p>This will be evident in books as ticks (correct work/answer) or dots (incorrect work/answer) using green pen. Teachers may use stickers and praise stamps to celebrate good work and good effort.</p> <p>May include self and peer assessment against criteria.</p> <p>The learning objective will be ticked or dotted by the teacher (see below)</p>	<p>Lesson observations/learning walks/ book scrutinies</p> <p>Editing Code visible (green pen)</p> <p>Self or peer marking (purple pen)</p> <p>Teacher stamp in books</p> <p>Lesson evaluation notes in teacher's assessment booklet</p>
<p>After Live Marking - the learning objective in pupils books will be ticked or dotted in green pen by the teacher ● LO <u>not met</u> ✓ LO <u>partly met</u> ✓✓ LO <u>mostly met</u> or met with support ✓✓✓ LO <u>fully met</u></p>		
3) ICU – Immediate Catch Up. Responding to Feedback	<p>This is where pupils will receive timely interventions and feedback to address misconceptions from the previous lesson. This will be at the next opportunity, preferably later the same day during an assembly, during quiet reading or during another lesson for example. This will be evidenced with a green ICU stamp or the initial ICU under the work and by pupil's work in purple pen to meet the previous learning intention.</p>	<p>Book scrutinies</p> <p>Green ICU stamp/initials in books</p> <p>Evidence in books of pupils editing and redrafting their work in purple pen.</p>
4) Peer or self-assessment	<p>Pupils should use purple pen for editing and assessing their own and their peer's work.</p>	<p>Book scrutinies</p> <p>Evidence in books pf pupils editing and</p>

		redrafting their work in purple pen
5) Summative Feedback	Tasks planned to give teachers definitive feedback about whether a child has securely mastered the learning intentions.	Assessment activities in books Rising Stars and other assessments in folders Data inputted on to STAT online or other tracking system

Marking codes and formats:

During any type of marking a teacher may use marking codes to aid with the editing and responding to feedback process of the learning cycle. Unless stated, codes will be used where the errors have occurred or in the margin. It is expected that during the editing and reflection process that errors are corrected by the pupil in purple pen. It is up to the teacher to make a professional judgement on which codes to use for their year group, however, the expectation is that by Upper Key Stage 2 that pupils are familiar with all of the editing codes.

Code	What it Means
	VF in a circle or a verbal feedback stamp indicates that a teacher has directly spoken to the child and assessed their work at the point of learning or after.
✓	A tick is used for positive praise and as a well done symbol.
✓✓	A double tick means very well done or excellent.
●	A dot indicates an answer is incorrect.
=	A double line indicates there is a missing or incorrect capital letter.
0	A circle indicates that there is a missing or incorrect piece of punctuation
^	An up arrow indicates that there is a missing word.
//	Double forward slash indicates that a new paragraph is needed.

?	A question mark indicates a piece of work doesn't make sense or the meaning is not clear.
—	A single line indicates incorrect grammar.
~~~~~	A wobbly line indicates incorrect spelling.
👍 😊 🌟	A house point, stamp or sticker is used for praise and celebration.
T	A capital 'T' indicates Teacher or Teaching Assistant Support.
I	A capital 'I' indicates 'Independent' work

## Responding to Feedback:

As teachers will have looked at books either during or after a lesson then action needs to be taken for any children who have misconceptions or need further support prior to the next lesson. This should be evident when looking in books that 'do it now', editing/correcting work or intervention has happened. Eg- if a child has missed full stops and capital letters there would be some evidence of corrections by the child in purple pen or if a child has misunderstood a concept there should be some follow up work to address this misconception. Often this will happen during or at the end of the lesson. For most children the next lesson will be the next step.

## Peer marking/ assessment

Before the end of lessons, children should frequently (particularly in KS2) be asked to mark work in pairs. On these occasions, the following points are important:

Peer marking will be introduced verbally from the Foundation Stage through Key Stage One and will continue in Key Stage Two

Children will be trained to do this, through modelling with the whole class on the visualisers or i-pads and watching the paired marking in action

Ground rules (eg listening, interruptions, confidentiality, etc.) will be agreed

Children will be asked to point out successes and then suggest ways to improve the piece, but only against the learning objective.

If the children are giving a partner written feedback or marked their work in any way, they must write the following phrase '*peer marked by .....*'

If a maths activity is 'closed' e.g. solving addition and subtraction sums, marking should be completed by the children at KS2 so that they receive immediate feedback on their successes (purple pen)

Class teachers will encourage a dialogue between children rather than taking turns to be the 'teacher': they should discuss each other's work together (eg 'I think this sentence really shows how that character feels, what do you think?')

## Self-assessment:

Children will be encouraged to self-evaluate wherever possible. They may be asked to identify their own 'next steps'.

Children can also self-assess (next to the learning objective) on a more formative basis by using dots or ticks using purple pen - ● *I didn't fully understand, I need more help* or ✓ *Yep – got it, ready to move on.*

## Marking with younger children

In the Early Years Foundation Stage, teachers focus on giving verbal feedback to pupils.

In addition they:

Mark work with stickers and stamps

Carry out written observations of children as they learn through play

Annotate work and photographs of the children taken by staff

Hold regular discussions with pupils about their work

Assess specific learning objectives after an adult led task and evaluate on a lesson evaluation sheet as per rest of school.

## TAs/Supply /PPA/ Trainee Teachers

TAs/PPA/Supply/Trainee teachers are expected to mark in line with the school policy. They will be given a copy of this policy that informs them of how work should be marked. If required, they should seek clarification.

Supply teachers are expected to mark, where possible, on the premises, with accompanying assessment/feedback notes made for the teacher. These will inform the class teacher of how the children progressed against the learning objective and also any necessary adjustments which should be made to the plans for the following lesson

Supply teachers should initial the work they mark.

Under the guidance of the class teacher TAs are expected to support marking of pupil's work and feedback to the teacher during or at the end of the lesson.

## Guidelines for the Presentation of Children's Work

*All children should be reminded that all learning in books should be their very best effort and of the highest standard they are able to achieve.*

Children should begin to write in pen when their handwriting is of the correct size, joined and fluent. All children will begin to write in pen when they have moved away from handwriting books or when they reach year 5.

Only **blue** handwriting pens are acceptable. The use of gel pens or black ink is **not** acceptable.

Maths work should be completed in pencil

Worksheets, if used, should be trimmed to fit the book and stuck in whole, rather than folded or stapled to form a booklet (maths – WRM).

In Maths books children must be taught to put one digit or symbol per square to aid presentation and place value. This should be modelled by the teacher in any modelled work and feedback in books.

All work should be dated. This should be written in the top left of the page. In mathematics and science type activities, the 'short' date should be used (06.10.20.) It is also appropriate to use this version when completing spelling tests, for example, or when making notes to inform writing.

In English/ Topic books, the 'long date' should be used (Friday, 6th October 2020.)

KS2 work in books will usually have the title of the work written by the child, and this must be the learning objective of the task.

In KS1 (and some SEND in KS2), Learning Objectives will normally be on a sticker in the book and will be referred to by the teacher in the lesson.

All headings (date and learning objective) should be underlined with a ruler drawn pencil line.

Wherever it is sensible, the children should be taught to fill each page. In KS2 they should rule off under a piece of work.

Mistakes should be crossed out using one pencil ruler line. The use of rubbers is discouraged, and they should be used in maths and art only. Incorrect answers in maths books must never be rubbed out as they provide an insight into misunderstandings.

Lines and diagrams must be drawn using pencil and a ruler.

*High standards of handwriting and presentation should be encouraged at every opportunity.*

Teachers should do this by:

teaching the correct style in formal handwriting lessons

giving the children appropriate feedback when the lesson is focused on handwriting

modelling the correct style/joins etc when writing on the IWB and WB and also when they write for display or on signs/notices

modelling the correct style and standard of neatness when making written comments on the children's work

### Further guidance for teachers:

Stickers can be used to celebrate particularly good pieces of learning.

When work has been completed independently or with the support of an adult, this should be indicated. Additionally, if work has been used as summative assessment this should be indicated with a tick in the right corner of the book.

### Subject Specific Guidance – Topic:

Appropriate assessment to be completed at the beginning and end of each topic/subject in order to inform teachers' planning, activate prior learning through recall and to inform summative reporting. The assessment may be through low stakes quizzes, discussion and questioning, mind mapping etc. and should not be overly time consuming for children or for staff to mark.