

# *Hurley Primary School*

## *Marking and Feedback Policy 2020*



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## **Aim**

Our aim is to enable each individual to develop to his/her full potential in all aspects of learning. Children will be encouraged to work collaboratively and be actively involved in their own learning and assessment. They will be given regular feedback which is positive and informative and have frequent opportunities to reflect, self-evaluate and be involved in the setting of challenging targets for improvement.

We need to be clear about why we provide feedback for children:

1. **To provide positive, constructive feedback for children and enable them to reflect on and improve their learning.** It is a means of drawing attention to learning points; regular formative assessment helps the teacher and child recognise the next stages of learning.
2. It is a way of identifying and addressing misconceptions.
3. It enables children to be involved in their learning.
4. It is a means of giving praise and encouragement.
5. It is a way of checking that the child has understood the learning.
6. It gives accountability showing that the learning is regularly monitored and assessed.

## **Teacher Workload**

Effective marking is an essential part of the education process as an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Recent Government research has found that when teachers provide extensive written comments on every piece of work, there is very little evidence that this improves pupil outcomes in the long term. Therefore, feedback and marking should be used to ensure that it drives pupil progress but not as a task that provides unreasonable workload for teachers.

## **Types of Feedback**

Whilst marking is a useful form of feedback, there are various types of feedback that are used at Hurley Primary.

- Written feedback after work completed – this may be a quick mark or more in depth
- Verbal feedback during lesson
- Children self-marking
- Peer-marking
- Live marking within lessons

## **Marking Differences Between Phases**

As children are able to read and respond differently depending on their age and ability, feedback will look different in different classes and for different children.

Early Years staff respond to children's work verbally (and usually at the point of teaching) although they will always 'mark' that the work has been assessed/discussed. Errors or misconceptions will be addressed in future learning, either for the whole class, in small group work or individually. In Year 1, much of the feedback will be verbal and this may continue into older year groups for children who are unable to read teachers' comments.

## **Proof Reading and Editing**

Before the marking process begins, children should be given time to proof-read, correct and edit their work. Proof reading and error correcting are two parts to the process of ensuring writing is grammatically accurate and spelt correctly. Editing involves improving and developing the content of writing.

Editing can be done at any point of the writing process. Editing may be done as an on-going activity during the writing process or editing lessons may occur when children visit editing stations to focus on particular issues like improving adjectives or editing may be done with the whole class focused on these issues together. The editing process is vital for teaching children to be independent learners.

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## Guidelines for Marking by Subject

### Writing

1) All work will be marked in relation to the Learning Intention/ Success Criteria and the child's learning targets.

LI ✓ = the Learning Intention has been achieved

LI ✓/• = the Learning Intention has been partially achieved

LI • = the Learning Intention has not been achieved.

2) Children's work should be marked in *green pen* wherever possible.

3) All recorded work must be marked on a regular basis, usually by the teacher and where appropriate by teaching assistants. In some cases (where appropriate) the children themselves will mark their own work using purple pens.

4) Children who cannot read the teacher's comments will have them explained by an adult and where possible the work will be marked with the child.

The symbols "T" or "TA" will be used to indicate that the teacher/TA has spent considerable time supporting the child followed by a comment (if required) to describe help. The help given can be noted e.g. "T" scribed the opening of story. 'VF' can be used if there has been a 'briefer discussion' where a teacher or assistant has helped or reminded the child of a learning or improvement point. E.g. 'VF paragraphs.

5) The Learning Intention (LI) and Success Criteria (SC) of the lesson will determine how a piece of work is marked e.g. looking for cause/effect rather than spelling.

### Marking and Feedback for Extended Writing

#### Number dates:

If extended writing takes place over a number of days, put a number a date in the margin to indicate a new day of writing.

#### Peer Assessment:

Staff should promote peer assessment by using purple pens and 2 stars and a wish. Children will be given the opportunity to evaluate a peer's work and then edit their work based upon their peer's evaluation.

#### Spellings:

Pick out key spellings for the child to rewrite in the margin/bottom of page. Ensure these are practised by the child. Maximum of 3 spellings that are linked to words they should know or common misconceptions.

#### Success Criteria and expectations:

In Years 1-5, the success criteria and expectations should be highlighted green if they have achieved it and orange if they have not.

**In the juniors, children should be encouraged to self-tick their success criteria and expectations prior to marking as a way to encourage self-assessment.**

#### Highlighting:

Highlighters/coloured pens should be used to aid the feedback process:

A green highlighter should be used to indicate areas of success.

An orange highlighter should be used to highlight areas for improvement.

#### Written Feedback: (at the end of extended write.)

Start with an overall general positive phrase. Then choose 1 – 3 specific things to pick out that are positive. This mostly should be linked to the success criteria, expectations, or targets, but can be more general things (for example an improvement in handwriting or spellings, or good use of resources/previous build work.) Use the tick system below to indicate what the child has done well.

= good



= very good



= outstanding



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An Example:

Range of fronted adverbials



Improvement of handwriting



Use of brackets



### **Next Steps**

A 'next step' must be given to children, based on the SC/expectations or child's own targets. NS will be highlighted in orange and children need to be encouraged to look back at their next step when next writing to ensure they include this in their work (if appropriate).

Example:

**NS** - use a wider range of conjunctions – because, when and if.

**NS** - make sure you are writing on the line.

### **Guided Reading**

Guided reading books will be marked during guided reading sessions, with the children. This will often be children self-marking their work using purple pens. When making any improvements from whole class feedback, children correct or improve their answers in purple pen and write VF in purple pen next to

During sessions, the teacher or TA may talk through a response with a specific child or group. This feedback could be to spot and correct an error, prompt a child to develop a fuller answer or extend the child with further questions. An adult will mark VF in green where this verbal feedback is given.

Therefore, a purple VF indicates class feedback and a green VF indicates individual or small group feedback

### **Maths**

Developed in conjunction with [NCETM Marking Guidance](#) and [Sutton Trust/EFF research](#)

Work will be marked in relation to the Learning Intention.

- LI ✓ = The Learning Intention has been achieved
- LI ✓/• = The Learning Intention has been partially achieved
- LI . = The Learning Intention has not been achieved.

In maths, teachers and TA's need to aim to address misconceptions where at all possible during the lesson. Following daily marking, teachers will need to address misconceptions in one of several ways:

- a.) Use small group/individual work time the same day to catch small groups up
- b.) In a subsequent lesson, if a small group of children have struggled with a particular problem/have a misconception which needs addressing, the teacher and/or TA will work with this group to address the issue. The rest of the class will be set a continuation of the previous day's learning or a revision task during this time.
- c.) If there is a wider misconception or learning point which needs to be addressed with all or most of the class, the class teacher will adapt their planning to deliver a lesson or sequence of lessons to address this misconception.

Children can self-mark (using purple pens) and this should be encouraged, particularly as children move through the juniors. This should help them to understand the strategies and concepts that they are confident with and those that they are not. Self-marked work should still be assessed by the teacher and signed off with the appropriate symbol, LI ✓, LI ✓/• or LI .

In general, marking shouldn't be over cumbersome so that it takes away from time spent on designing and preparing high-quality lessons for the next session. This is a much more effective use of the teacher's time.

Children will use VF in purple pen next to any improvements from whole class feedback.

During sessions, the teacher or TA may talk through a response with a specific child or group. An adult will mark VF in green where this verbal feedback is given.

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## Other Subjects

Foundation subjects should be marked in their own right. Although it is essential to improve a child's learning and correct some grammatical/spelling errors, the content of the piece of work will be most important when reaching a judgement about whether the child has achieved the learning intention.

As with other subjects, work will be marked in relation to the Learning Intention.

- LI ✓ = The Learning Intention has been achieved
- LI ✓/• = The Learning Intention has been partially achieved
- LI . = The Learning Intention has not been achieved.

## General Marking Guidelines

1.) When marking comments are made, they must be a balance of :-

- i) Positive comments (or stickers) praising the child's effort, presentation or
- ii) achievements. Constructive criticism that will inform the child of the next step in
- iii) learning.

There is a need to show a child that his/her efforts are valued, in addition to being "seen" or marked. Value is given to pupils' work when praise is given or work is properly mounted and used in some form of display or collection of work.

- 2.) Avoid giving children work to copy. Too much copying writing is detrimental to a child's writing development. Unless practising handwriting, children should be encouraged to produce their own writing.
- 3.) It is vital that assessments are used inform future teaching and learning. To make efficient use of teacher time, teachers will plan to follow-up common errors or misunderstood concepts with the class or group.
- 4.) **Give time for children to reflect, self-evaluate and improve** (key skills for learning). To produce HIGH QUALITY learning, time must be allocated to enable children to reflect upon and to act upon marking comments.
- 5.) To be able to self-evaluate effectively children must be clear of the lesson's Learning Intention and Success Criteria
- 6.) It is good practice for children to have opportunities to assess each other's work. They should be given opportunities to self-correct, improve and present work.

### **Dyslexia Friendly Marking: - This applies to all children**

- Keep advice clear and simple to understand.
- FOCUS on a few KEY spellings and on a specific learning point – don't overload with advice
- Allow ample time for children to reflect on advice. Where possible use TA to help with feedback.
- Use colour to mark
- Be positive, build on strengths,
- Praise and reward achievement whenever possible
- Don't be negative or over critical

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### Spellings

In writing, the teacher will underline up to three 3 appropriate spellings for each child. Children must be given time to correct these by writing them out correctly a number of times (to be decided by the teacher). In other subjects, up to three common spelling errors should be identified for children to practise.

### Marking Symbols

Teachers and TAs should indicate the level of support provided for a child.

- 'T' or 'TA' - these should be written on work where significant support has been provided.
- T/TA → I - a child who has received initial support but then moved on to working independently.

Teachers and children need to use and be aware of the following marking symbols.

- O = Specific punctuation may be circled for self-correction or implementation (eg ! or ? or “ may need changing or inserting)
- // = Paragraph required
- ^ = Missing word/s
- \_\_\_\_\_ = relevant spelling mistakes will be identified (see above section concerning spellings)
- VF = A prompt /discussion/ verbal feedback has occurred.

In the margin for children in KS2:

- .p – indicates there is a punctuation error for the child to address
- .s – indicates there is a spelling error for the child to address
- .g - indicates there is a grammatical error for the child to address

More dots can be used to indicate multiple errors on one line. E.g ...g would mean there were three grammatical errors on a single line.

### CV-19 Lockdown and isolation – home-learning feedback

As of 22.10.2020, schools are required to provide a home-learning experience which reflects the learning experience in school as best possible. HPS will be using a range of methods to provide children with this work as can be seen in the home learning policy.

Teachers will be required to provide feedback on all work that children produce and submit either through Google Classroom, Homeroom or email. The focus of this feedback will primarily be to acknowledge receipt, praise effort and encourage future work. For the class teacher, the work should be marked in order to inform future planning. Work should be marked as soon as possible after it has been submitted where at all possible.

REVIEW FRAMEWORK				
The policy will be reviewed annually (or sooner in the event of revised legislation or guidance).				
Headteacher	Glyn Morgans	Signed		Nov 20
Chair of Governors	Karen Orman	Signed		Nov 20
REVIEW DATE: NOV 2021				

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If you have any queries or require further information please do not hesitate to contact us on 01827 872207 or email [head2032@welearn365.com](mailto:head2032@welearn365.com)

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