



Marking and Feedback Policy

Spring 2022

Purpose

'Feedback is one of the most powerful influences on learning and achievement'
(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81-112)

Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. This policy sets out how staff at Elloughton Primary School ensure that marking is an integral part of our assessment procedures.

Marking and feedback is an educator's response to each pupil's work. This response should include a positive step which will move the pupil forwards in their learning.

Marking will usually reflect the learning statement in maths, reading and writing as well as address basic skills such as spelling, grammar, handwriting and presentation.

At Elloughton Primary School we firmly believe that *The best and most effective marking is interactive, done within the lesson and with the child.* What is more, a consistent approach to marking will improve the quality of learning and raise standards.

Effective Marking

This should:

- Recognise and encourage pupils' efforts and progress.
- Provide clear feedback to pupils about the strengths and areas of development in their work
- Direct pupils to what they need to do to improve their work.
- Encourage pupils to strive to improve
- Support pupil progress
- Feed into future teaching and learning

Marking should also be done with the pupils in the form of self-assessment and peer assessment,

Where marking celebrates the pupils' work, it should encourage pupils to develop:

- Confidence
- A sense of achievement
- Pride and self esteem

Where marking challenges pupils, encouraging them to edit/ improve, it should encourage pupils to develop:

- Ambition
- Resilience
- Perseverance

Marking Procedures

Practical points:

- All work must be marked promptly.
- Marking completed by an adult must be written in **blue ink**.
- Written comments should be in line with the school handwriting policy.
- The agreed symbols will be used consistently in marking and displayed in classrooms. (See appendix 1)
- Time will be allowed for children to review marking and respond appropriately at the start of the next lesson regardless of change of teacher (i.e. response time).
- When appropriate it should be clear whether a child has completed the work with support, indicated by S.



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Learning points:

- At the start of the lesson, pupils should understand what the teacher is looking for in the for of a TGB (To Get Better At).
- The TGB should be followed by a verb and a skill e.g. TGB: Enhancing description
- Pupils should understand marking and its purpose.
- Marking should always refer to the TGB for that lesson.
- When marking, misconceptions must be addressed.
- A **blue arrow** → should be used to indicate what the child's next steps are and/or indicate a way forward.
- Appropriate spelling **sp**, grammar [], reversal of letters and numbers should be corrected. (See marking in Literacy below for variations)
- Marking, including comments or prompt questions, will be written in child friendly language.

Written comments should be specific rather than general and make the next steps very clear. There are three types of **improvement prompts**:

- ✓ **reminder** - reminding the child of the skill that needs to be applied
 - ✓ **scaffold or model** - providing the child/ or group with examples of what they need to do (teaching a misconception).
 - ✓ **challenge** - encourage pupils to apply a skill not seen in their work or deepen understanding / expand upon their work
- The child's response should be very clear in **green** pen (**Green for Growth**).

NB Corrections made independently by the pupil within the lesson e.g. calculation errors, spellings, number/letter reversals, omissions etc. should be done in pencil. Corrections after adult intervention should be done in **green** pen.

Marking in Literacy:

- All work is to include a TGB. This TGB will be highlighted **pink** at the end of the lesson should the child have been successful.
- Appropriate spelling **sp**, grammar [], reversal of letters and numbers should be corrected.
- When marking an assessed piece, **sp** should appear in the margin only. When writing any other piece the specific spelling error can be identified as above AND underlined.
- When marking a '**Cold Write**' strengths should be celebrated and ways forward should be given. Where possible this feedback should be done 1:1 with the child.
- When marking a '**Warm Write**' and '**Hot Write**' a success criteria can be used to celebrate application of skills and identify ways forward.
- From Year 1 onwards, children should be encouraged to self-assess against the success criteria. They should also have the opportunity to peer assess. From Year 2 onwards this is non-negotiable.
- The teacher will highlight some examples of evidence of the pupils' success and the corresponding areas of the success criteria pink on the success criteria / self assessment form, if the skills have been applied. Teachers should use a **pink** highlighter (underneath the text) to show areas where the success criteria has been met (**Tickled Pink**).
- The children will also use these criteria to self assess and in KS2, peer-assess.
- NB Where large amounts of a piece of work would otherwise have been highlighted, a pink line in the margin is used.

Marking in Maths

- All work is to include a TGB. This TGB will be highlighted **pink** at the end of the lesson should the child have been successful.
- Where possible, teacher feedback should be given verbally within the lesson.
- Marking should also take place in or shortly after the lesson enabling staff to identify pupils in need of 'Same Day Intervention [SDI]'
- Work should be ticked if correct or dotted if incorrect in **blue pen**.
- There should be more teacher marking than pupil led marking and where a pupil has marked work there should be evidence that the class teacher has checked the work.
- Pupils to mark maths work in **green** pen (tick or a dot).

NB Corrections made independently by the pupil within the lesson e.g. calculation errors, spellings, number/letter reversals, omissions etc. should be done in pencil. Corrections after adult intervention should be done in **green** pen.

- Quick task titles to be highlighted **pink** to confirm an independent assessment point.



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Foundation Stage:

- I Can' stickers are used to show the success criteria.
- Relevant statements are highlighted in pink and the work is highlighted to show areas where the success criteria has been met.
- Blue pen to show areas for improvement.
- Work discussed verbally as sticker is being highlighted
- Work dated
- Level of support given is noted: S for with support
- Hand drawn blue arrow and underlining to indicate areas for growth
- Child's response in green pen

Adoption, Approval, Sign Off

Signed	Mrs R Brammall
On behalf of	Headteacher
Date	Spring 2022

Document Control

Title of document	Marking and Feedback Policy
Revision number	4
Review frequency	1 Year
Next review date	Spring 2023
Type or status	Policy
Statutory?	Yes
Notes	

Appendix 1: Marking Codes

Appendix 2: Hot, Warm, Cold Write template



Marking Codes

→ = Way Forward

sp = Spelling

[] = Grammar

CL = Capital letter

., ‘ = Punctuation (full stop, comma, apostrophe etc.)

^ = Something missing

* = What is good about my work / Strength



All marking to be done in **blue pen**.



Independent improvements and amendments should be done in **pencil**.



Pupils' response to marking/feedback should be done in **green pen**.



Pink highlighter should be used to evidence 'assessment points' linking to the TGB and to highlight the TGB to show that the pupil has been successful.



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Cold > Warm > Hot Write Marking Templates

Cold Write:

Strengths	Way Forward
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Warm Write:

<u>Success Criteria</u>	<u>I think</u>	<u>My partner thinks</u>



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Hot Write:

<u>Success Criteria</u>	<u>I think</u>	<u>My partner thinks</u>
		
		
		
		
		