



Hunsbury Park Primary School

Marking and Feedback Policy

Last updated: September 2021

Marking and Feedback

Effective marking and feedback are known to be vital for helping all learners make good progress. At Hunsbury Park we aim to take a consistent, rigorous approach to feeding back to children on their performance and progress. Whilst this needs to be age appropriate and progressive, we aim for consistency across key stages and within year groups. We believe that high quality feedback is a key feature in children's progress and understanding of attainment (where they are now and what they now need to do to progress). We aim to identify inaccuracies in children's knowledge and also those misunderstandings that may hinder children's conceptual and procedural development. All teachers have a responsibility for setting clear learning objectives and giving feedback back against them.

Presentation

Children are encouraged to take pride in the presentation of their work. Learning objectives will be pre-printed on any worksheets. In phase 1, small labels will be stuck at the top, left hand side of page where necessary. In Phase 2 and Phase 3, children will work towards writing the date and objective themselves. Where possible, learning objective labels and worksheets should use the school's handwriting font.

The date will be written in numbers in maths books (without zeros) but all other books should display the full date written in words. The date should be above the learning objective and both should be underlined in all phases. Where children are writing their own date and objectives into their books, they should not miss a line between the date and objective and use a ruler to underline neatly.

Children should aim to adopt the school's handwriting style in all subjects. Similarly, all adults, including support staff, should model the school's handwriting style, using correct spellings and grammar, when writing in pupil's books and on whiteboards.

The following coloured pens will be used to identify easily who has given the pupil feedback:

Green Pen – Class Teacher

Blue Pen – Teaching Assistants

Orange – Supply Teacher/Trainee Teachers

Purple Pen – Pupil's response

A basic assessment highlighting system will be applied to the learning objective to show clearly if the pupil has achieved the objective or needs more time to be secure. Teachers will highlight the LO lettering in green if the learning has been achieved and orange when further consolidation work is needed.

General

The most valuable and productive marking is aimed at the child. Marking is one of the ways teachers can find out how a student is progressing, and thus plan future teaching based on what she or he finds in the marking. However, the most valuable part of this process is the feedback.

A mixture of verbal and written feedback will be used in English. Written feedback will only be provided to pupils in English where the time can be set aside for pupils to consider and respond to marking. In all other subjects, 'live' marking and 'live' verbal feedback will be used with the child present where they can instantly respond to verbal feedback given. Verbal marking should be specific and move children's learning forward. Some work will be marked without children present. When this is the case, teachers will use this to inform feedback for the next lesson and any areas of development.

Teaching assistants can mark and give verbal or written feedback to the group they are working with, which will be monitored by the class teacher. Work will be assumed to be completed independently unless otherwise stated using the marking code.

We appreciate reading skills in Foundation Stage and Phase 1 will generally be too limited therefore this will be taken into consideration when giving feedback and supporting children to reflect on their feedback.

Self-Assessment and Peer Assessment:

Children should be encouraged to self-evaluate their work regularly, as well as participating in peer-marking. This can be used alongside teacher feedback and helps them recognise and develop their own critical skills, target and success criteria awareness. Self-assessment will mostly be verbal, promoting oracy skills for children to articulate their opinion on their piece of work. Any amendments children undertake to their work or reflections will be written in purple pen.

Peer assessment is used sensitively and needs to be taught. Pupils can read their work to a partner and ask for constructive feedback. However, children are not encouraged to write in their partners' books.

General Marking Code:

<u>HUNSBURY PARK PRIMARY SCHOOL MARKING CODE</u>	
	I have got the answer correct/done something well
	A comment next to an arrow is a next step target in my learning or something that could be improved. This could be active (that I need to respond to in my purple pen) or something I need to consider in my next piece of work.
•	I have got the answer incorrect and need to check it
Λ	I have missed a word or letter out
~	I need to check my sentence/words make sense
sp	I need to correct a spelling
//	I need to start a new paragraph here.
SS	Some support given
FS	Full support given
GW	Group work
PW	Partner work
SE	Self Evaluation

Subject Specific Marking:

English

Teachers will tick to show correct work or good understanding. Missing punctuation, e.g. full stops, commas, capital letters will be indicated with the marking code and an orange highlighter. Sections of the writing which do not make sense or are incorrect grammatically can be indicated with a wavy line underneath which encourages the child to re-read that section very carefully. Work will be assumed to be completed independently unless give a marking code that states otherwise.

Drafting and redrafting of writing is progressive, happening more frequently as pupils mature and enabling Key Stage 2 children to become actively involved in the learning process. The school has adopted the Talk 4 Writing approach to writing, where there will be evidence of shared writing and the drafting process.

More in-depth marking should take place during the planning stages and drafting stages of the writing unit, highlighting grammar issues and enhancing content. Next step feedback, indicated by an arrow, will extend, challenge or clarify the children's thinking. This should be acted upon by pupils in purple pen. This may be done alongside verbal feedback and working with an adult. In Key Stage 2, marking needs to become more detailed as appropriate for the child. When a next step is not being used, teachers will give verbal feedback, indicating to children their specific targets.

Cold tasks will be acknowledged but not marked or corrected. These will be used to inform planning and to demonstrate children's starting point for a genre of writings. Hot tasks will be assessed against the writing targets appropriate to children's age. There will be no corrections on hot tasks or areas of development for children to address. A positive feedback comment will be added to the bottom of a piece of writing.

Examples of NS feedback in writing include:

What synonym could you use for big?

Underline all the adjectives you have used.

How could you describe the boy's personality?

Find a place to join two sentences using a conjunction.

Where would the inverted commas go in my sentence: Stop! yelled Julie.

Explain one of the writing techniques you have used.

Spelling

Pupils are asked to spell correctly any words for which they have a resource (ie it is a key word on display). Such words are always targeted when marking, and if incorrect highlighted and indicated with the marking code. Either the correct spelling will be given or the children will be expected to edit the word for the correct spelling if it is a word they should know or be able to find out using word displays or prior knowledge. Gradually pupils are required to identify mistakes in their own work and encouraged to correct these using dictionaries. Teachers should be sensitive to the amount of spelling errors children are correcting.

In some cases, key spellings or handwriting formation may be pulled out from children's writing with samples given at the end of their work for pupils to practice.

Maths

Marking should routinely take place after every lesson, using the ticks and dots. Work will be assumed to be completed independently unless given a marking code that states otherwise. The LO will be highlighted in green or orange according to the children's success in the lesson. In maths, a tick will be used to show correct work. A dot will be placed next to any answers that need revising, revisions should be corrected in purple pen. Live marking can be used by teachers as well as pupils marking their own work. Number reversals should be corrected sensitively.

Teachers will respond to children's next step needs through their planning. Additional lessons will be planned to address any misconceptions and verbal feedback will be given in lessons to direct their learning to next level, which will be indicated by the marking code. There is no expectation for written comments, feedback will be given verbally to move children's learning forward.

All other subjects

Children's learning objective should be highlighted accordingly. Live marking can be used by teachers as well as pupils marking their own work. Verbal feedback to be given to the children either within the lesson or during a designated time. Level of support should be recorded on the work, where no marking code is used it will be assumed that the child has completed the work independently and verbal feedback has been given. There is no expectation for written comments, feedback will be given verbally to move children's learning forward.