



Youth Challenge Primary

Marking/Feedback Guidance Policy

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This policy aims to ensure our children realise their full potential - we believe that marking and feedback should be aligned to our intent and values of our curriculum. We have identified that feedback of children's work has a huge impact on their behaviour for learning and the progress they make.

Aims

Marking and Feedback should:

- Give children clear strategies on how they can improve their learning.
- Encourage dialogue between children and adults regarding progress, success and areas to improve.
- Relate to learning objectives, remember to... (Success Criteria) and/or targets taught during the lesson.
- Give children recognition and appropriate praise for the success of their work.
- Encourage children, by demonstrating the value of their learning.
- Be accessible to children.
- Use consistent codes throughout the school.
- Measure progress against targets, school or national expectations.
- Provide a tool for teacher assessment – diagnostic, formative or summative.
- Help the teacher to evaluate teaching and inform future planning.

Learning in children's books will reflect a wide range of marking:

Teacher's marking and general teacher marks

- Margin marking, positive formative comments and next steps marking
- Corrections, scaffolding and ideas for improvement
- notes for teacher's own use

Children's self-assessment through traffic lights and their personal grammar targets.

All children's learning will be marked in one of the above ways and all children will experience a range of marking types reflecting professional judgement.

Marking will be completed in the following colours:

Teacher – **green**

Mentors – **blue**

Child – **black and edit in purple**

The main form of marking will be in the form of live marking.

Live Marking and Verbal Feedback

Diagnostic feedback closes in on specific areas to improve and offers instant feedback for the pupil. Staff to pupil ratios and small group working means that each child receives an immediate response to their work and less errors occur. Live marking also encourages independent skills as child have a specific area to work on and are then encouraged to HAG.

How it works:


Live Marking

Set pupils to work and whilst they are working mark their books. Most of this marking is contained in the margin and follows the marking code but it also includes ideas and directions. If after live marking a selection of books the same error is noticed it allows you to stop the class and address the misconception allowing for immediate impact. With this approach progress will be shown and further learning will take part within that lesson relevant to each pupil who has received live marking in that lesson. It is not expected that each child will receive live marking in each lesson; it is expected that over a week each child will receive live marking at least once. Live marking can be done by any adult.

The teacher and mentors will meet to discuss next steps and common misconceptions, this will be added into the planning as notes for the next lesson.

Verbal Feedback

On pupils' work staff highlight where success occurred in green against the learning objective and own grammar targets. Suggestions about where improvement might take place against the learning objective are marked with an arrow highlighted in yellow and by giving prompts to enable children to make these improvements. Three types of prompt should be used:

- a reminder signalled by a 
- a question ?
- or a 'scaffolded' example underneath.

Pupil's Self-Assessment

Pupils should be trained to review their own work as they go along and check and edit as they finish. If children make a mistake within their learning, they will use one single line to cross through the error and continue their learning. Children will edit etc. using a purple pen. At the end or at appropriate point in any lesson pupils are expected to self-assess their progress and understanding of the main lesson objective by colouring their traffic light red, amber or green

Peer-Marking

Children are encouraged to work with their learning partner in order to support and further each other's learning and achievement through guidance and collaboration. This encourages our children to work co-operatively.

Class Dojo

Children will post their work to class Dojo lesson by lesson. Parents are encouraged to support their child by liking and commenting on their work, providing instant feedback while children are in school. This also enables children and parents to discuss their day at Youth Challenge Primary. Staff also comment on the work providing positive formative comments. Class teacher will also provide guidance and next steps where appropriate.

Positive formative comments and next steps marking

Teachers and mentors will give children various types of written feedback. One particularly important way will be positive formative comments.

These comments will be used to inform the children of their next step within learning, their guidance for learning in the future and a 'where to next' linked to either their targets or a gap in their knowledge. This will take place on a regular basis but where possible through live marking in lessons. Most correction marking will be in the margin aligned to the appropriate section of work and will follow the marking code.

A star stamp on the bottom of the page will be equal to 10 tokens, staff to use their discretion as to the number of stars that are awarded.

Marking in maths

Live marking can be used in maths to support the learning within the lesson. Children will always use pencil in their maths books however any corrections needed will be completed in purple pen. When an error is made a dot will be placed by that error. Errors should not be rubbed out.

If modelling is needed by an adult a pair of eyes will be drawn at the start of that modelling to show the children they need to look at the exemplified modelled.

Marking in PSHCE and OWL

Live marking and verbal feedback can be used to support the learning in the lesson. Positive comments and stamps may be added for feedback so the children can see it at the start of the next lesson.

Role of other adults supporting

Support staff may mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines at the end of this policy: to initial work they have supported, identify if work was independent or supported and as appropriate give feedback verbally or through marking. If developmental marking is done then it should follow this policy and be under the supervision of the class teacher. Volunteers should not be marking and/or commenting in a child's book, the teacher will ensure that this is the case.

Expectation of presentation in books

A high expectation of presentation will always be expected. The date will be written in long form in the children's topic books and English books but in short form in children's maths books (this will be typed on labels). The date will be written starting on the left hand side of the page. The objective of the lesson will always be called the WALT. This will be recorded underneath the date and will start on the left hand side. Any adult writing will model to the children high expectations. Any digit written in maths will be written in its own box. Any lines drawn should be done so using a ruler. A new page will be started each lesson. All children will evaluate their lesson by recording the correct colour in a traffic light placed neatly next to the WALT at the beginning of the lesson and again at the end of the lesson placed neatly next to the final sentence or calculation.

If the WALT has been achieved, the adult will highlight in green. All children regardless of their ability should be challenged, this can be done in many ways. If an extra challenge is given to the child it should be marked with the word challenge at the start of it. Stickers and stamps to praise positive work can be used where appropriate, these can be found in the class box.

Absent pupils

Children who are absent for any lesson will have written in their book by the WALT that they are absent.

Positive language should be used

'Well done. You are learning to...'
'I'm really pleased you tried that. Look what you achieved.'
'I like the way you...'
'Don't give up.'
'What are you most proud of?'
'How are you more successful than before?'
'Good learner' instead of clever
'Be brave'
'Have a go – have another go'
Now try these

How should work be marked?

Staff will have high expectations regarding layout and presentation, the teacher will ensure that books are ready in the morning displaying date and WALT in appropriate style for that lesson.

There will be three levels of marking

1. **Effort** (HAG – Had A Go) This is a way of giving positive affirmation for trying to complete a task, praising/acknowledging the child's success for attempting something new, practising a skill, mastering a new skill. Hats/HAG tokens/independent token, star stamps.
2. **Editing and improving** – children will use purple pen under adult guidance to improve work and complete next steps.
3. **Self-assessment** – This enables children to take ownership of their learning, understand how they have been successful, this may include the use of marking ladders, success check lists or stars.

Challenge activities will be incorporated into live marking

These will play a crucial role in ensuring that marking is impactful and leads to learning. If a pupil has corrections, incomplete work or areas that require re-visiting then they should use a purple pen to make corrections. Vague comments should be avoided.

Grammar targets will be stuck under each piece of work specific to each child so that they can use their purple pen to self-edit, once the target is met successfully without the need to use purple pen then new targets will be set.

Marking Codes

Written in the work	✓ - Correct answer - - Check and review
Written in the margin Daily book label	FAIL – First attempt in learning I – Independent work S – Supported work G - Guided group Sp - word spelt incorrectly
Children only	Traffic Lights - Red – the work was very hard today Amber – the work was okay today Green – the work was great for

	me today. Success check lists
Marking colours (pen)	Teacher – Green Learning Mentors – Blue Children Fix it and challenge - Purple

ROLES AND RESPONSIBILITIES

Teacher

- Share marking with support staff, pupils and parents.
- Mark work regularly.
- Advise pupils on how to improve the level of work in their books through live marking.
- Ensure that pupils have their targets clearly on display at the front inside cover of their exercise book.
- Marking should include reference to specific academic targets- Teachers to avoid writing comments relating to just to behaviour and attitude
- Refer regularly to previous comments.
- Mark fix-it activities or add comments to show that fix-it activities have taken place.
- Check that the pupils are suitably challenged. If too many ticks appear in their books the teacher should assess whether the work set is too easy.
- Use traffic lights for children to self-monitor the difficulty of the work before and after the task.

Learning Mentors - Classroom support

- To read through the comments written by teachers in order to support the pupils they are supporting in class.
- Liaise with teachers in order to understand how they can contribute to learning targets and fix-it activities.
- Mark the children's work in line with the marking policy with the children they are supporting.

Leadership Team

- SMT to carry out formal book looks at half termly intervals throughout the year with other academy leads, governors and EA.
- SMT to regularly check the books of the different groups of vulnerable pupils.
- SMT to ensure the marking policy is being adhered to.

Success Criteria

- Raised achievement across all subjects in all settings
- Consistent processes implemented in all lessons
- All pupils to know their targets and how to make improvements to their work.
- Pupils make progress in line with their mainstream school expectations.
- Clarity for all stakeholders

