

**Darwen St James'**  
C of E Primary Academy



**Marking and  
Feedback Policy  
2023/24**

Mission – Nurturing ambition through a living faith.

Vision – Our Academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all of our learners in order for them to become positive citizens of tomorrow.

Bible – Let us not love with words or speech alone but with actions and truth. John 3:18

At Darwen St James' CEP Academy, we recognise the importance of marking and feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

### Key Principles

Our policy on marking and feedback has at its core a number of principles. Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons. Therefore:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books.
- feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress

## Marking and Feedback in practice-

| Type                 | What it looks like   | Evidence  |
|----------------------|--|---|
| <b>1 - Immediate</b> | Includes teacher-gathering of evidence e.g. work on mini whiteboards.<br>Often given verbally for immediate action.<br>May re-direct the focus of the teaching or task set.<br>May include annotations following our school's marking code.<br>Any marking is completed alongside the children and is quick. | Lesson observations<br>Evidence in books  |
| <b>2 - Summary</b>   | Takes place at the end of a lesson or activity.<br>Provides an opportunity for evaluation of learning in the lesson.<br>May be peer or self-assessment (green pens).   | Lesson observations<br>Book scrutiny<br>Pre and post teach sessions - seen on planning and in books                               |
| <b>3 - Review</b>    | Takes place away from the learning.<br>May involve written comments for the pupils to respond to.<br>Provides teachers with opportunities for assessment.<br>Leads to adaptation of future plans.  | Lesson observations<br>Book scrutiny<br>Adaptations to future teaching sequences<br>Use of annotations to inform future groupings |

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Excellent work should always be acknowledged with praise, stickers and/or being sent to show the Headteacher for their work to go on the Wonderwall. This work should also be copied for WOW work walls outside the classrooms.

### Marking Approaches

All work will be acknowledged in some form by class teachers. This may be through simple symbols such as ticks, codes and stamps. Children should feel that every piece of work they produce has been valued and assessed by the teacher through one of the approaches listed above.

In Foundation Stage & Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, a comment may not be needed in books.

In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

At DSJ, we adhere to the following codes when marking work. All staff will mark in pink pen and children self-mark, correct, edit and improve their work with green pens where appropriate. Stamps to be used at the end of every piece of work - Checked by teacher and Self-Evaluation stamp. The Growth Mindset stamp to be used when appropriate.

**Guidance for using codes** - All codes should be in the margin unless stated below, in capitals and circled.

|    |  |
|----|--|
| √  | Tick purposefully positive elements so that the children know what the tick is for   |
| VF | Write VF in the margin followed by a comment. Immediate impact should be seen afterwards   |
| R  | R in the margin when a resource has been used followed by the name of the resource e.g. word bank, number line   |
| S  | S in the margin next to the part or question which required support or S in the margin at the end of the piece of work to show the majority of the work was completed with support   |
| SP | When choosing spellings start with phonic spellings e.g. choosing the wrong grapheme, then high frequency words from previous and correct year groups and finally any spelling rules which have been taught, choose 3 to correct<br>Using SP – always in the margin<br>1. Underline grapheme which is incorrect<br>2. Underline word (so that the child has to figure out which part they have wrong.)<br>3. SP only in the margin (so that the child has to find the mistake within the sentence)<br>4. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation |
| G  | Using G – always in the margin<br>1. Underline the part which is incorrect<br>2. Underline word (so that the child has to figure out which part they have wrong.)<br>3. G only in the margin (so that the child has to find the mistake within the sentence)<br>4. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation   |
| O  | 1. O to show where the punctuation should be<br>2. O only in the margin (so that the child has to find the mistake within the sentence)<br>3. Finally a dot . next to the word to indicate a mistake but it does not state whether it is a spelling, grammar or punctuation  |
| H  | Using H - always in the margin<br>1. Underline the word/join that needs handwriting improvements<br>2. Only H in the margin (so the child has to find the word/join to improve)  |

## Using Marking Codes in subjects-

|  |   |
|--|---|
| Maths - No margins in this book, so codes go at the bottom of the page unless otherwise stated |   |
| √  | This shows a correct answer   |
| .  | This shows an incorrect answer  |
| VF   | Teacher has given verbal feedback   |
| R  | A resource has been used by the child   |
| S  | Supported work - next to the support parts unless most has been supported and then goes at the end. |

|            |   |
|------------|---|
| English    |   |
| √          | This shows a correct answer   |
| .          | This shows an incorrect answer  |
| VF         | Teacher has given verbal feedback   |
| R          | A resource has been used by the child   |
| S          | Supported work - next to the support parts unless most has been supported and then goes at the end. |
| G          | This shows a grammatical error has been made (in the margin or above the word depending on child)   |
| SP         | This shows a spelling error has been made (in the margin or above the word depending on child)      |
| ○          | This shows there is an error with punctuation.  |
| H          | This shows handwriting improvement needed.  |
| E1, E2, E3 | Jane Considine editing - only applies to editing long writing.                                      |
|            | Purple polishing pen is used by the children to challenge, extend and deepen a moment in writing.   |

## Wider Curriculum Subjects

|    |   |
|----|---|
| √  | This shows a correct answer   |
| .  | This shows an incorrect answer  |
| VF | Teacher has given verbal feedback   |
| R  | A resource has been used by the child   |
| S  | Supported work - next to the support parts unless most has been supported and then goes at the end. |
| G  | This shows a grammatical error has been made (in the margin or above the word depending on child)   |
| SP | This shows a spelling error has been made (in the margin or above the word depending on child)      |
| ○  | This shows there is an error with punctuation.  |
| H  | This shows handwriting improvement needed.  |

Teachers should use a √ or a • beside a tight learning objective linked to a specific skill. Eg I can use four figure grid references.

Basic English skills can be addressed in topic but the main marking should be linked to the skill that is being taught or applied.

### Extended independent writing

The writing sequence means that children will write an extended independent piece of writing independently every 3-4 weeks. Every child (age appropriate) will receive feedback linked to three distinct areas of editing.

### Jane Considine's 3 Ways of Editing

Teachers must model how to edit a piece of writing in each area at the start of an editing lesson.

| Edit 1 Revise  | Edit 2 Rewrite   | Edit 3 Reimagined   |
|--|--|---|
| KS1  | By the end of KS1  | By the end of KS1   |
| KS2  | KS2  | KS2   |
| Little -Word Level   | Big -Sentence Level More   | Bigger- Paragraph Level   |
| Children polish using a polishing pen. (Green)   | Children rewrite a sentence underneath their work.   | Children add detail over their writing using a flap.  |
| <p>This area of editing links to the following:</p> <ul style="list-style-type: none"> <li>• spelling</li> <li>• punctuation</li> <li>• grammar</li> </ul> <p>The teacher indicates, in line with the code E1, the focus of the revising. Teachers could write one of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <li>• E1 high frequency words were was are = 3 (The child knows that three high frequency words are mis-spelt)</li> <li>• E1 capital letters = 5 (The child knows that there are 5 inaccurate or missing capital letters)</li> <li>• E1 verb tense = 4 (The child knows that 4 verb tenses are inaccurate)</li> </ul> <p>The children then go through their writing and identify and correct these errors on their writing. Spelling errors must be polished at the bottom of the piece.</p> | <p>This area of editing links to the following:</p> <ul style="list-style-type: none"> <li>• coherency – sentences that do not make sense</li> </ul> <p>The teacher indicates, in line with the code E2, the focus of the rewriting. Teachers could write one of the following underneath the independent writing (these are examples and what could be written is not limited to these):</p> <ul style="list-style-type: none"> <li>• E2 missing words = 3 (The child knows that there are 3 missing words in the sentence)</li> <li>• E2 inaccurate conjunctions = 1 (The child knows that 1 conjunction in the sentence is inaccurate)</li> <li>• E2 missing clause = 1 (The child knows that there is 1 missing clause in the sentence)</li> </ul> <p>Teachers put a * at the beginning and end of the sentence that they want the child to rewrite. The child rewrites their sentence underneath their writing.</p> | <p>This area of editing links to the following:</p> <ul style="list-style-type: none"> <li>• paragraphs requiring more detail The teacher indicates, in line with the code E3, the focus of the reimagining linked to the writing lenses. Teachers could write one of the following underneath independent writing (these are examples and what could be written is not limited to these):</li> </ul> <ul style="list-style-type: none"> <li>• E3 sight sentence= 2 (The child knows that they need to reimagine to insert 2 more sight sentences)</li> <li>• E3 complex sentence = 3 (The child knows that they need to reimagine to insert 3 more complex sentences)</li> <li>• E3 personification = 2 (The child knows that they need to reimagine to insert 2 personification sentences)</li> </ul> <p>Teachers put a ^ at the end of the paragraph they want the child to add more detail to. The child will then use a flap stuck over that paragraph to add more detail to that paragraph.</p> |

EYFS-

EYFS follow the principles of this marking policy where appropriate, some differences are-

- Nursery use stickers instead of stamps.
- Reception to introduce the self-evaluation stamp by the summer.
- Reception to highlight the part of the objective that has been achieved.
- Reception to use pink highlighter in Guided work to show use of other skills such as phonics or sentence skills
- Written comments of the verbal feedback and observations are made on work in pink pen.
- Reception -Purple polishing pen used as appropriate.
- An arrow is used to show next steps.
- Phonics mats will always be used in EYFS
- Praise should be used often, using our Growth Mindset language, to encourage and celebrate the children's work and effort. A Growth Mindset stamp will be used as appropriate to highlight when a child has shown/used a Growth Mindset approach. Skills Builder essential skill will be identified as appropriate.

Online Marking - Purple Mash.

- All work to be checked by the teacher/LSA during lesson and at the end of the lesson, feedback and rewards to be completed.
- Children to read their feedback at the beginning of the next lesson, teacher/LSA to give verbal feedback to lower KS1/EYFS.
- Any misconceptions to be noted down on planning and used at the start of the next lesson - evidence to be found in the feedback given on the comments box on the set 2Do.
- Praise should be used often, using our Growth Mindset language, to encourage and celebrate the children's work and effort.
- 2Do's that are set need an end date. They should be marked as soon as possible after the end date, giving feedback, judgement and reward.



## Appendix 1 -

### Layout and Presentation

English – Years 2 - 6

Long date

Miss a line

Learning Objective

Underlined

Monday 5th September 2023

L.O - To be able to write a sentence using a fronted adverbial

Year 1 - to be typed until Summer term

Children in other year groups may need a typed version

Maths – Yrs 2 - 6

Short date - One digit per square, dot on the line,

Miss a line

Learning Objective

Underlined

09.09.19

L.O. To can solve a  $2d + 2d$  calculation

Year 1 to be typed until summer term

Children in other year groups may need a typed version

Wider Curriculum -

Long date

Miss a line

Learning Objective on the next line

Underlined

Monday 5th September 2023

L.O To compare toys from the past and the present

Year 1 to be typed until summer term

Children in other year groups may need a typed version

Spelling books or other informal books/work-

Short date only

Jane Considine lessons -

Sentence stacking lessons should be presented over 2 pages and in the form of 3 chunks across both sides. Date and LO as stated above at the start of each lesson.

JC Independent writing lessons -

Date and LO as stated above on day one, then short date in the margin of any further day that piece of writing takes.

### CLASSROOM STRATEGIES (FORMATIVE ASSESSMENT) - IN LESSON FEEDBACK

#### Question:

Questioning is at the forefront of formative assessment. It is the key tool in responsive teaching, with evidence highlighting its role in securing strong pupil outcomes. Teachers need feedback from multiple pupils in order to gauge the success of their teaching. Rosenshine's research (2012) shows that effective teachers ask more questions from more students in greater depth; they check for understanding, involve all learners, explore thinking processes and misconceptions, and interrogate correct answers. This is how teachers uncover misconceptions and challenge pupils to deepen understanding.

Questioning takes many forms. We promote the following strategies:

- Cold Call: This is a 'no hands up', dialogic approach that keeps all pupils engaged. This makes feedback meaningful so that teaching is responsive to pupils' needs and levels of understanding.
- No Opt-Out: This allows teachers to return to pupils who get an answer wrong so they can show their understanding. It can also be used to engage pupils who refuse to answer to help establish a culture of academic learning and rigour.
- Think, Pair, Share: This allows all pupils to engage in a structured discussion that provides an opportunity to think generatively, share ideas and rehearse answers.
- Whole-Class Response: This allows the teacher to access responses from each and every pupil in order to get an overview of class understanding.
- Check for Understanding: This dialogic approach seeks to uncover the extent of understanding from a range of pupils to determine whether to explore, reteach, defer or move on.
- Say It Again, Better: This allows teachers to set academic expectations for verbal responses and pupils to develop greater levels of success by adding depth, accuracy or sophistication to initial answers. It can also be used to develop grammar.
- Probing: By asking multiple, linked questions to a few pupils, teachers can promote deep thinking and allow pupils to make connections.
- Process Questions: By seeking out the 'how and 'why', teachers can develop pupils' metacognition, deepen their understanding and help them to evaluate their responses.
- Hinge Questions: These are key questions that allow the teacher to know whether a teaching point needs to be developed or the class is ready to move on.

Questioning strategies are often used in combination e.g. 'Probing' may be followed by a wider 'Check for Understanding'; 'Think Pair Share' by 'Cold Call' and 'Probing'.

#### Circulate:

While pupils work, the teacher (and other available adults) will circulate the room to monitor pupils' responses. During this time, adults can address mistakes (dot mark in pink pen the mistake for pupils to correct immediately) and find examples of errors that they can use as discussion points to develop learning or address misconceptions. Any corrections will be done by pupils with a green pen.

#### Showcase:

Pupils' work is displayed (via a scanned image/visualiser/digital device or written onto the whiteboard) in order to support discussion about its merits or the errors it contains. Editing that follows a 'showcase' will be done with a purple pen. NB: A positive classroom culture should be developed so that pupils feel safe and build resilience. Pupils should understand that mistakes happen when learning new things and that they are an extremely beneficial aspect of the learning journey.

Reflect: Pupils may use success criteria or model to reflect on their own work or that of their peers. Any editing that comes from self or peer-reflection will be done with a green pen.

Live Marking ('SMarking'): This is the most manageable form of marking and feedback for teachers. It could also be argued that it is the most meaningful for pupils. Wherever appropriate/possible, individual verbal feedback to children. It provides the opportunity for children to become effective learners through regular dialogue between the pupil and teacher at the point of learning. It is always done with reference to the learning objectives and SMART related success criteria, with the intention of progressing learning at the time; hence, the term: 'SMarking'. Feedback will always include information and advice on how the pupil can improve the work so that it comes closer to achieving the stated learning intention. Teachers use pink pen to dot or tick mark and where verbal feedback has been given, the teacher write VF on the work.