



Marking and Feedback Policy

Key Document Details

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Ethos of Marking at Drove

In response to the Government's review of teacher workload (July 2018) our marking policy reflects the following recommendations.

- A focus on the quality of feedback as opposed to quantity.
- A more balanced approach to feedback where 'marking' is just one of a range of options.
- Although we recognise that it is important to have a core and consistent approach across the school we also recognise the importance of trusting teachers to focus on what is best for their pupils and their circumstances.
- Marking which does take place should be meaningful, manageable and motivating.
- Conferencing enables opportunities for focussed discussion between the teacher and individual or small groups of children in order to address misconceptions and further learning.

English

- Long date (the only time this is used)

Example:

Monday 1st January 2022

Aim: To (retell / use / demonstrate)

All aims should begin with 'To ...' statements.

The aim is not written in the margin.

Progression of Writing the Aim

Reception/ Year One: Teacher to write or type the aim for the child.

Year Two: Teacher may write/type the aim initially, but by the end of the academic year most children will be encouraged to write the aim independently.

Year Three – Year Six: Nearly all children should write the aim independently.

All Other Subjects

- Short date.
- The aim is to be written following the above directions.

General – All Subjects

- Mistakes must be crossed out using one line and a ruler.
- Children should not be allowed to draw on the covers of their books.
- High expectations of presentation should be encouraged

Additional Information - Maths

- Children should be encouraged to put one digit in one square in their maths books.
- Rulers must be used for any lines (excluding jottings).

Additional Information – Science

- Subheadings are underlined but not put in the margin.


Comments

Independent Writing (Assessment pieces)

Use a green highlighter pen to show the student exactly what they have done well in their work. Age related or targeted skills that have been met for an individual are listed.

This needs to be followed by an action statement to address age related or target skills that have not been met. An arrow is used to show the student this comment and should enable them to further their learning.

For example:

 Practise spelling this word, then edit in your writing:

➤ With   

AND/OR



Use this symbol to indicate the teacher has intervened at a particular point or given feedback to a child for them to work on as a next step.

In year 6, the above is followed up until Christmas after which green highlighting is used without the list. Orange highlighting is used up until Christmas so that children are independently editing and revising their work ready to be assessed.

Shorter pieces of writing, Maths and Other subjects.

Teacher to write an action statement only **if deemed appropriate**.

The marking policy will also be applied to foundation subject marking.

Marking Against the Aim

If the teacher decides the child has met the aim, they should tick it. However, if the teacher decides the child hasn't met the aim, then they should place a dot by the side of it (symbols to be in line with marking key).

Teachers and support staff should also indicate if the piece of work was completed independently (I) or with guided support (G).

Support Staff

If support staff work with an individual or group during a lesson, they should also follow the marking policy, write their initials at the top of the work and provide verbal feedback to the class teacher, when required.


Marking Key (See Appendix 1)

The marking key must be always followed and used across all subjects when the child's work is being marked.

Reflection Time








Teachers must allow time for the students to reflect upon the comments they have made and action any points highlighted in orange.

All reflection time work needs to be completed in blue pen, as this will enable the teacher to easily identify effective reflection and act upon it as appropriate.

Teachers must ensure that once children have responded to action statement  teachers recognise this response with a tick.

Conferencing

Once the children have completed an assessment piece, they need to be exposed to conferencing to support them with becoming independent at editing and revising. During this time, teachers are expected to give the children verbal feedback which will allow them the opportunity to edit and revise their work.

<p style="text-align: center;"><u>Marking Key</u></p>	<p style="text-align: center;"><u>Teachers annotations</u> Green/ orange pen = marking. Blue pen = children's editing</p>
<p>ER Teacher who has marked my work</p> <p> My work is correct.</p> <ul style="list-style-type: none"> • I need to look at this again. <p> I was given help at this point.</p> <p>G I was supported by an adult today.</p> <p>I I worked all by myself today.</p> <p> Here is where you have met the aim.</p> <p> Edit this mistake.</p> <p> or  What I've done well</p> <p> What I need to change in my work</p> <p>9 bd My teacher has corrected my letter/number formation</p>	<p>Initials only need to be recorded by anyone who is not the class teacher e.g. supply teachers or teaching assistants</p> <p>Tick the <u>aim</u> if they have achieved it.</p> <p>Dot the <u>aim</u> if they have not achieved it.</p> <p>Use this symbol to indicate the teacher has intervened at a particular point or given particular feedback to a child for them to work on as a next step.</p> <p>Use this symbol to indicate that this work has been completed as a guided activity.</p> <p>Use this symbol next to the aim to indicate the student has worked independently, or specific answers if the majority of the work has been guided.</p> <p>Specifically identify where children have met the aim with green highlighter. Age related or targeted skills that have been met for an individual are listed.</p> <p>Specifically identify and area for improvement. Where orange has been used, the expectation is that children edit these aspects of the writing.</p> <p>Use this symbol or highlight colour to list the skills that have successfully been used in the piece of work.</p> <p>Write what they need to action to improve the piece of work. This action statement should be related to the aim. If the aim has been met, the 'action statement' is not always required.</p> <p>Ensure that correct letter or number formations are modelled</p>

Maths Marking

Do it / Secure it / Deepen it

Do it / Secure it / Deepen it

13 + 6 = 20 Edit this mistake

MoT Here's what I did in my MoT session



I was given help at this point.

G I was supported by an adult today.

I I worked all by myself today.

9 bd My teacher has corrected my letter/number formation

Green highlighting of section titles demonstrates that a child has successfully complete that section independently.

Orange highlighting of section titles demonstrates that a child has attempted a section independently, but has not been successful at this section.

Orange highlighting of individual questions, requires a child to edit this particular mistake in blue pen.

Show what the child did in each MoT session. This could be printed on a sticker.

Use this symbol to indicate the teacher has intervened at a particular point or given particular feedback to a child for them to work on as a next step. A note about what help was given may be appropriate (eg "Used dienes")

Use this symbol to indicate that this work has been completed as a guided activity.

Use this symbol next to the aim to indicate the student has worked independently, or specific answers if the majority of the work has been guided.

Ensure that correct letter or number formations are modelled