



**FAIRFIELD PRIMARY SCHOOL**

# **Marking & Feedback Policy**

<b>Approved by</b>	
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<b>Signed:</b>	
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## **Rationale**

This Policy has been written by utilising relevant research from the Education Endowment Foundation (EEF) and the Department for Education's (DfE) School workload reduction toolkit. In-line with implementation recommendations, the Policy was compiled by a focus group of staff from different sectors of the school.

## **Aim and purpose of marking and feedback**

### **Quality marking and feedback:**

- Is an integral part of assessment and a means of providing important feedback to pupils in order to enable them to make improvements and take the next steps in their learning journey.
- Provides a consistent approach across the whole school so that transition is seamless and new practices do not have to be learned each year.
- Demonstrates that pupil work is valued.
- Allows pupils to understand the progress they have made towards achieving the learning objective.
- Informs teachers' planning and guides any support and intervention requirement for pupils.
- Allows pupils to undertake self-assessment, raises questions and promotes thinking; enabling deeper learning to take place.

At Fairfield Primary School, we build in time for pupils to reflect and respond to high-quality marking.

### **What does quality marking look like?**

In quality feedback and marking:

- There is consistency across all aspects of the work of the school, from class to class and from year to year.
- The process is clearly understood by staff, pupils, parents/guardians and all other stakeholders.
- Not all errors are marked.
- Marking focuses on specific taught items: concepts, skills and knowledge. The aim is to encourage development of learning, rather than on application of learning objectives, such as writing a whole story or designing an experiment, where summary feedback may be more appropriate.
- Comments are read and responded to.
- The process is positive and has positive results.

At Fairfield Primary School, we believe that correcting has a place in marking and feedback but only when it contributes to an improvement. Errors need to be pointed out in order for improvements to take place: which errors and how many will be dependent on many factors known to the teacher (e.g. pupil resilience, level of challenge required etc.) Success is celebrated and good practice shared.

With our younger pupils and pupils with special educational needs, feedback should be as immediate as possible. We recognise that verbal feedback may be more effective than written with these pupils.

## **Marking Procedures**

- Green pen is used for writing constructive comments and setting challenge for pupils.
- Orange and green highlighters are used - green to show success, orange to indicate where an improvement/action is required or a challenge is set.
- As far as possible, marking will be performed daily or when a piece of work is completed.
- Marking/feedback will be in the presence of the pupil where possible.
- Work is marked in relation to shared learning objectives and the child's attainments.
- The WALT will be highlighted in green or orange (not both) to provide a clear indication of success or additional work required.
- As far as possible, time will be spent with pupils to ensure they understand the comments made and the challenge(s) set.
- Teacher handwriting will be neat and legible, following the school's Handwriting Policy.
- Only ticks; a dot will be used to indicate errors.
- Visual checklists (differentiated through the school subject to the age of children) are used to support the marking/feedback process in extended pieces of writing (See Appendix A).
- If a lesson has been taught and the worked marked by a supply teacher, the word 'cover' should be written at the top of the page (on the right-hand side).
- Where support has been provided, this should be indicated by writing either '1:1 support' or 'group support' on the top right-hand side of the page.
- Verbal feedback is encouraged within a lesson and pupils are expected to improve their work following this feedback. The teacher will write VF on work to show where this has taken place.

## **Showing success**

- The teacher finds places in the pupil's work where the learning objective has been met and these are highlighted in green.
- A particularly successful piece of work may be rewarded with a Dojo point or recognised in our weekly celebration assembly via the awarding of a learning certificate or a subject specific certificate, presented by a subject leader.

## **Indicating improvement**

- Highlighting in orange is used to indicate precisely where improvement can be made on the work.
- It is expected that pupils then respond in order for improvement to be made.

## **Before marking**

Pupils will be:

- Encouraged to evaluate their own work, taking into consideration the shared learning objectives, success criteria and any previously set challenges.
- In EYFS and KS1, pupils will indicate how they felt about their work by using a series of coloured dots (red, amber, green).
- In Key Stage 2, pupils will also be asked to write a statement about how they felt about their work in relation to the learning objective.

## **Pupil response to marking**

Pupils will be:

- Encouraged to reflect on marking and take the opportunity to make improvements, practise or investigate a set challenge.
- In Maths, errors should not be erased. Instead, corrections should be written beside a calculation. In all other subjects, corrections should be made using a purple polishing pen.
- It is expected that pupils will initial after comments from their teacher, indicating they have read and/or responded to them.

## What we will accept in written work

### Always

- The children's best work.
- Corrections crossed out neatly by placing a neat line through the word or phrase with a ruler.
- Handwriting and presentation should be in-line with the school's Handwriting Policy across all books.

### Never

- Scribble.
- Defacing or cutting/tearing of books.
- Crossing out by scribbling.
- Doodling.
- Filling in letters.
- Giant full stops.
- Felt tip pens used in books.
- Writing on the work of another pupil without permission.

## Presentation: our expectations

- **Date** – Full date except in Mathematics where it should be written in numerical form.
- **Name** – Full name should be written where appropriate.
- The date should be written on the left-hand side of the page and underlined in pencil.
- The **WALT** should be written on the left-hand side of the page under the date and underlined in pencil (unless the child has a handwriting pen).
- **Underlining** should be done with a ruler and this will need to be taught so that lines are straight and accurate.
- All drawings should be completed in pencil.
- Every child should write in **pencil** unless they have obtained permission to use a pen.
- Full stops or the dots over the letter i should not be "footballs."
- If **worksheets** are stuck into books they should be trimmed and stuck in carefully-folding should be avoided where possible.
- There should be no doodling on the front or on any pages within a book.
- All mathematical work should be completed in pencil.
- In Mathematics, each number or symbol should be put in a square and all lines that are drawn should be completed using a ruler.
- If diagrams are drawn they need to be labelled.
- All books should have printed labels on each cover displaying the child's full name, subject and school logo.


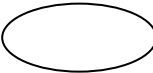
## Self-assessment: our approach

Through self- assessment, we are aiming to ascertain the pupil's understanding of the objective.

Year group	Method of assessment
Nursery & Reception	Staff will regularly engage in verbal dialogue with the pupils. They will share success and build further challenge to develop learning.
Year 1	Written targets are given at the end of extended pieces of writing and these are explained to the children. Children use self-assessment tick lists in writing books. During Year 1, children will be taught how to self-assess in Mathematics using green, orange and red dots.
Year 2	Pupils will draw and then colour a spot to indicate how well they think they have done in their work. They will use the same three colours as Year 1 (red, orange and green).
Years 3, 4, 5 & 6	Pupils still use the coloured spot to indicate how well they think they have done in their work. Gradually pupils will begin to write a comment about their work e.g. whether they found it challenging, what they found difficult, what further help or support they may need. The comments made should not just be about whether they enjoyed the lesson.

- When self-assessing work, pupils should draw the coloured spot next to their WALT and it should be no bigger than a 1cm square. All written comments should be written at the bottom of a piece of work.
- Pupils are required to read and act on any comments/challenges that have been set by the teacher. They will be asked to initial when they have read it.

## Marking: key

- Spelling mistakes – a ‘wiggly’ line under the incorrect spelling. Where age appropriate, children are encouraged to use a dictionary to self-correct.
- Omission -  shows a word has been missed out.
- Paragraph - // shows a new paragraph is required.
- Missing punctuation - put a circle  around incorrect/missing punctuation.
- Verbal feedback – VF
- Capital letter/lower case error – underline the mistake in orange (KS1); circle the mistake KS2.
- Pupils will act on marking feedback using purple polishing pen throughout all books. The exception is Mathematics where corrections should be completed in pencil.

## Appendix A: expectation of the use of visual checklists

<p><b>Year 1</b></p>	<p><b><u>English Book</u></b></p> <ul style="list-style-type: none"> <li>• The sheet is stuck in English books before a piece of work.</li> <li>• Pictorial representations are used for the criteria.</li> <li>• Green and orange highlighters are used to mark the writing against the criteria sheet.</li> <li>• Green and orange highlighters are used by teachers to mark in the criteria sheet.</li> <li>• A target given at the end of extended pieces of writing.</li> </ul>
<p><b>Year 2</b></p>	<p><b><u>English Book</u></b></p> <ul style="list-style-type: none"> <li>• The sheet is stuck in English books at the start of extended pieces of writing.</li> <li>• Pictorial representations are used for the criteria.</li> <li>• Children self-assess against the criteria at the end of the piece of writing.</li> <li>• Green and orange highlighters are used by the teacher to mark the writing against the criteria sheet.</li> <li>• Green and orange highlighters are used by the teacher in the criteria sheet. This should not be a genre specific target as this may not be covered again in your next piece of writing.</li> </ul>
<p><b>Year 3</b></p>	<p><b><u>Draft Book</u></b></p> <ul style="list-style-type: none"> <li>• The sheet is stuck in at the beginning for extended pieces of writing.</li> <li>• Pictorial representations are used for the criteria sheet.</li> <li>• Children’s self-assessment against the criteria is ongoing throughout the drafting process.</li> <li>• Teachers to use light touch, green and orange highlights to mark the writing against the criteria sheet.</li> <li>• Green and orange highlighters to be used by teachers in the criteria sheet.</li> </ul> <p><b><u>English Book</u></b></p> <ul style="list-style-type: none"> <li>• The same criteria sheet that is in the Draft books is stuck in at the start of the extended piece of writing.</li> <li>• Children to self-assess against the criteria at the end.</li> <li>• Green and orange highlighters to be used by the teacher to mark the writing against the criteria sheet.</li> <li>• Green and orange highlighters used by the teacher in the criteria sheet.</li> <li>• A target is given at the end of extended pieces of writing at the bottom of the criteria sheet. This should not be a genre specific target as this may not be covered again in your next piece of writing.</li> </ul>
<p><b>Year 4</b></p>	<p><b><u>Draft Book</u></b></p> <ul style="list-style-type: none"> <li>• Sheet stuck in at the beginning for extended pieces of writing.</li> <li>• Pictorial representation used at the beginning of Year 4 however pictures should be taken away by Spring 2 to show progression (you may want to keep pictorial representation for a small group of children if this supports their learning).</li> <li>• Children’s self-assessment against the criteria is ongoing throughout the drafting process.</li> <li>• Light touch, green and orange highlighters used in draft books.</li> <li>• Green and orange highlighters used against criteria sheet.</li> </ul>



	<p><b><u>English Book</u></b></p> <ul style="list-style-type: none"> <li>• Same criteria sheet that is in the Draft books is stuck in at the start of the extended piece writing.</li> <li>• Children to self-assess at the end.</li> <li>• Green and orange highlighters used to mark writing against the criteria sheet.</li> <li>• Green and orange highlighters used in the criteria sheet.</li> <li>• A target is given at the end of extended pieces of writing at the bottom of the criteria sheet. This should not be a genre specific target as this may not be covered again in your next piece of writing.</li> </ul>
Year 5	<p><b><u>Draft Book</u></b></p> <ul style="list-style-type: none"> <li>• The sheet is stuck in at the beginning for extended pieces of writing.</li> <li>• No pictorial representations are used.</li> <li>• Children’s self-assessment against the criteria is ongoing throughout the drafting process.</li> <li>• The children use different colour highlighters/pens for each criteria area. They then self-assess their own work against the criteria using these colours.</li> <li>• Green and orange highlighters to be used by staff on the criteria sheet.</li> </ul> <p><b><u>English Book</u></b></p> <ul style="list-style-type: none"> <li>• The same criteria sheet that is in the Draft books is stuck in at the start of the extended piece of writing.</li> <li>• Children are to self-assess at the end.</li> <li>• Green and orange highlighters are to be used by staff to mark writing against the criteria sheet.</li> <li>• Green and orange highlighters to be used on the criteria sheet.</li> <li>• A target is given at the end of extended pieces of writing at the bottom of the criteria sheet. This should not be a genre specific target as this may not be covered again in your next piece of writing.</li> </ul>
Year 6	<p><b><u>Draft Book</u></b></p> <ul style="list-style-type: none"> <li>• A blank sheet is to be stuck in at the beginning for extended pieces of writing.</li> <li>• The children are to independently write their own criteria in the grid. What do they think they need to include?</li> <li>• Children’s self-assessment against their criteria is ongoing throughout the drafting process.</li> <li>• The children use different colour highlighters/pens for each criteria area. They then self-assess their own work against the criteria using these colours.</li> </ul> <p><b><u>English Book</u></b></p> <ul style="list-style-type: none"> <li>• The same criteria sheet that is in the Draft books is stuck in at the start of the extended piece of writing.</li> <li>• The children are to self-assess at the end.</li> <li>• A target is given at the end of extended pieces of writing at the bottom of the criteria sheet. This should not be a genre specific target as this may not be covered again in your next piece of writing.</li> </ul>

## Appendix B: feedback and marking in EYFS

	Autumn	Spring	Summer
LA	All year annotation  Do not use	Initial/medial/ end sounds cvc's Tricky words - <b>and is the</b>	cvc's Digraphs Tricky word – <b>and is the his her has</b> Capital Letters / Full Stops A specific target from sticker.
	Do not use	Do not use if child is lacking confidence. A letter form A cvc Tricky words – <b>I the his her has</b>	Choose 1 area to repeat A letter form A cvc A digraph Tricky words - <b>no go to into</b> Finger Spaces
MA	Initial/medial/ end sounds	cvc's Digraphs Capital Letters/ Full Stops Tricky words - <b>and is the I the his her has</b> (A specific target from sticker).	Capital Letters / Full Stops Digraphs & Trigraphs /ccvc's Tricky words – <b>no go to into</b> Past tense (may be t for ed) (A specific target from sticker).
	Do not use if child is lacking confidence. A letter form A cvc Tricky words - <b>and is the</b>	Choose 1 area to repeat A letter form A cvc A digraph A tricky word Finger Spaces Tricky words – <b>no go to into</b>	Choose 1 area to repeat A letter form A digraph Tricky words – <b>of he she me we be was you they my by all</b> Capital letters/ Full Stops A trigraph
HA	cvcs Digraphs Tricky words - <b>and is the</b>	Capital Letters/ Full Stops Digraphs & Trigraphs ccvc's Past tense (may be t for ed) (A specific target from sticker).	Capital Letters/ Full Stops Digraphs & Trigraphs / ccvc's Tricky words – <b>of he she me we be was you they my by all</b> Past tense (may be t for ed) Adventurous Vocabulary Openers (Next, Finally) Connectives (and, because) (A specific target from sticker).
	Choose 1 area to repeat A letter form A cvc A digraph Finger Spaces Tricky words - <b>I the his her has</b>	Choose 1 area to repeat A letter form A digraph A tricky word A trigraph Tricky words – <b>of he she me we be was you they my by all</b>	Choose 1 area to repeat A letter form A digraph Tricky words – <b>of he she me we be was you they my by all are sure pure</b> A trigraph