



Marking and Feedback Policy

#EveryoneALearner

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| The 6 Principles of Teaching and Learning: |
| Challenge Explanation Modelling Practice Questioning |
| Feedback |

Responding to children's work

Through marking and feedback teaching staff should seek to work alongside children in identifying strengths and achievements, as well as barriers to learning.

The identification of difficulties will inform assessment and planning. Gagle Brook recognises the positive impact of immediate feedback on pupil progress and aims to ensure that any marking is clear, purposeful and necessary. We acknowledge the value in immediate feedback and the marking completed by adults is intended to complement this rather than supersede it. Marking is only effective if it helps children to make progress in their learning. Our intent is that marking and feedback is clearly understood and valued by all children as part of a collaborative learning process.

Intent

- To improve pupil motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To aid future planning.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.
- To assist with the pace of progress the children make in lessons.
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Impact

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will 'mark in the moment' and use assessment derived from marking to inform future planning

Implementation

ALL staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with an adult as part of a guided session:

- When working in guided groups with pupils, adults will annotate pupils work using a **pink** or **green** pen during the session following the policy of '**pink**' for achieved and '**green**' for improvements needed.
- Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc. Adults will write Gg within a circle with their initials next to it so that it is clear that the work was completed within a guided group, and which adult supported the group.
- Verbal feedback is also given consistently throughout the lesson to aid the pupil to improve and 'mark in the moment'.

When a child works independently of an adult:

- If a child has used resources to assist in their independent learning in mathematics, then an E is written in a circle to show this has happened during this piece of work.
- Independent work is checked by the class teacher and marked using a pink (tickled pink shows achievement and good work) or green pen (green for growth shows there has been an error made) and the agreed marking symbols.
- Children will have the opportunity to correct and edit their written work using a purple 'polishing' pen. This will show they have understood their errors and also responded to the feedback given by the teacher.
- Editing strips can be used for longer, more in depth pieces of writing.
- When objectives have been met then a tick will be given.
- Teachers will identify where skills have been used and exceeded by double ticking in pink pen.
- Where errors have occurred then a marking symbol will be used. In maths, a dot (in green) will signify an error and the child will have a second try next to it.
- For work exceeding expectations a smiley face next to the part of work that is great will indicate to the child that they have done well. Children can also show their work to another teacher or the Principal/ Head of School if they have completed work of a high standard or shown great progress. A wow stamp may be given for exceptional pieces of learning.
- During longer pieces of writing or where great effort has been shown a positive comment from the teacher should be made.
- Marking symbols should be used as targets – these can also be used on travelling post it notes to support children's next steps.
- Any guidance should not be secretarial but offer ways to improve written work.
- End of unit assessments should be used for maths.
- There will be two pieces of written outcomes per term for writing, these will be marked in depth, edited and revised by the children. S in a circle will be used to evidence where support has been given. Use of the KPI spreadsheets to inform assessments at data points.
- KPI spreadsheets will be used to assess reading outcomes
- RWI phonic assessments are used termly.
- House points will be used to praise good work.
- Children will self-assess every lesson by drawing a small pink dot at the end of their work if they feel confident and have achieved the objective. They will draw a small green dot if they feel they need some more support and haven't met the objective. ***These self assessments will be used alongside teacher/TA assessment on a daily distant marking record to ensure progress of children is identified and clear next steps for individuals planned for.**

Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed. The marking policy should be followed for this, ensuring correct symbols are used.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, "Oh yes, I missed that" rather than, "Oh, I didn't know that"

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the learning objective. Many minor errors may indicate that the child is not

working with due care and attention and feedback may be required to discuss this and therefore a review of their ability and next steps may be needed. Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed.

Policy updated: 23.02.2023

Reviewed: 23.02.2024

Marking Code



Handwriting



Full Stop



Finger Spaces



Missing Punctuation

sp.

Spelling

ABC

Capital letter



check for sense



missing word



missing unit of measurement



new paragraph



think again

E

equipment used in this lesson

HP

House Point given

Gg

Guided group

S

Adult support given

I

Independent learning

VF

Verbal Feedback



This is excellent!

*Feedback in handwriting should also be reflected upon when marking. This can be with a pencil symbol or through a short comment.

(Adults initials to be written beside VF and a brief caption by way of reminder of the conversation if relevant.)