

Larkhill Primary School Marking and Feedback Policy

**Key Document Details:**

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**Marking and Feedback Policy**

**Intent:**

* Marking and feedback are consistent across the school.
* Marking and feedback are purposeful and make a difference to the learners.
* Time taken to complete written feedback is balanced with the impact it will have on children’s learning to ensure a Work Life balance.

**Principles of effective Marking and Feedback**

* EEF findings: feedback is THE most effective strategy for improving learning in the classroom and can have “very high effect” on learning ***when used correctly.***
* As well as improving outcomes for learners, effective feedback can enhance children attitudes towards learning.
* Feedback enables us to identify the learning gap and address it- supporting the child to take another step along the learning journey.

**Implementation**

* Marking should where possible be immediate, happen within the learning and involve the learner.
* All learning in English and maths will be marked ***every day.***
* In other curriculum areas work from the previous session must be marked before the child completes the next piece of learning. (This may have been done live within the session)
* as an abbreviation using the first letter of each word. i.e. Passive voice or PV. The abbreviation will only be used once children are familiar with the skill.
* Sometimes, a brief explanation of the improvement needed will be given. E.g. can you re write this sentence using a subordinating conjunction?
* adverbials/editing. Children may then do some practise underneath or go back and correct within the piece.

This Marking approach has been developed to ensure that it as **meaningful as possible for the learner** and as manageable as possible for us to **ensure work life balance.**

* **Marking should, where possible, be immediate, happen within the learning and involve the learner. This can be done by any adult! Teachers will need an oversight of each book but TAs can mark and highlight books as they go.**
* Although we are not a school that supports lots of marking at distance as it has little value, we must be **looking at** the books of all children in Maths and English every day and conferencing all children who are making mistakes in their learning at the earliest opportunity
* All learning in **English and Maths** will be marked/looked at ***every day.*** A child **must not receive back a book that has not been seen.** If you have not managed to mark live, the child’s book still needs to be looked at so that you know what support I needed the following day.
* In **other curriculum areas,** work from the previous session must be marked **before the child completes the next piece of learning.** (This may have been done live within the session)

English –

* Task toppers must go at the top of all learning with the L.O on so that this can be highlighted. These are saved in a task topper file on the server.

Key stage 1 children have the date on their task topper. Key stage two children need to write the long date and leave a line before sticking task topper in. We have taken steps to success off as these advertise what we have worked on a little too much for assessment purposes. You can add in scaffolds and images as you wish to support learning.

* The teacher and/or TA should be working with a specific group in each session. This means sitting at a table with a group for most of the independent task and leading a focused activity, not just checking in on them. You will be leaving the group you are working with a couple of times to check in on everyone else and/or one adult will be tasked with “servicing need” and live marking. There should be a balance of all children working with the Teacher and TA across the week.When an adult works with a group, the adult’s title will be circled and a word or phrase written on the dotted line that gives an idea of the area(s) addressed. Green pen to be used.
* At the end of an adult led session, task topper is ticked accordingly and L.O highlighted in either green or orange.
* The following marking code will be used to address the following key skills that should be addressed **in every piece of work in all subjects if there are errors.**

**SP- spelling**

**P – Punctuation (All other punctuation apart from CL and FS)**

**CL- capital letter**

**FS- Full stop**

* For Year 2 and Year 6 the code CAN NOT be put on the line where the error is after February.
* For all other year groups, the code can be put in margin at side of where error is
* If needed, you can circle the punctuation and wiggly underline the spelling – with the letter still in the margin. This must be consistent across all books and year groups. We aspire to not needed to identify where the mistake is by the end of the year.
* Errors in Year 1 can be made very explicit using the code/ wiggly line/circle
* **For any errors in the spelling of Red/Orange words (relevant and manageable for the child in question) at the end of a piece of work (not in the middle of a final outcome if more days to come) the child should correct following the margin prompt and, in addition, the correct spelling must be written at the bottom by the adult. The child then needs to rewrite that word correctly 3 times in the same line underneath in purple pen. No more than 3 words should be picked each time. This is useful deliberate practise but will also enable you and the child to quickly find any word they are misspelling when they flick back through and they can be easily added to word books. This must happen after every piece of writing and is non negotiable.**
* **Any errors in punctuation must be corrected in purple pen.**
* When Red or Orange words are spelt correctly, they should be highlighted in green. We should be making a concerted effort to include these in our models where possible.
* If an error has been made in the skill in focus, the book should be left out for conferencing. When you work with a child to correct the skill, this should be done by the child in purple pen and you need to write T in the margin if it was not independent editing.

Maths

* Task toppers must go at the top of all learning. The short date is hand written in top left-hand corner by all.
* **The teacher and/or TA should be working with a specific group in each session** **This means sitting at a table with a group for most of the independent activity and leading a focused activity, not just checking in on them** during the lesson and learning may be live marked by either adult.
* T or TA will be circled on Task topper if a group is supported for the majority of the session.
* If brief support is provided, T or TA will be put in the margin at the point where the support began and then I at the point that the child became independent.
* If Manipulatives are used, write M in a circle next to the learning.
* The “do it” should be discussed and marked with the children in the “review part of the session” Children then tick (correct) or dot (incorrect) their own learning in purple pen
* In Ks2, children can highlight their objective.
* **All books must be looked at by the teacher following the session and a green tick used to acknowledge that it has been seen** and that secure it/deepen it are in sufficient detail etc.
* Children who need support are then identified and this must be followed up in the maths meet that day or the following morning.
* **If you have identified a child who will need a maths meet, please write this at the bottom of the learning.** This shows you’re responding but also helps you to triangulate with maths meet books for moderation.
* During follow up conferencing, T or TA is written along with the date and children either edit in purple or complete some further practise in pencil underneath annotation.

Other Subject Areas

* Learning in other curriculum areas should be marked before the next session.
* Learning should be live marked/ marked by children if possible.
* All work must have a learning objective
* The learning objective should be highlighted in Green (met) or orange (not met) depending on level of success.
* A brief comment linked to values will be put at the bottom of each piece of learning.
* Errors in basic punctuation and spelling will be addressed following the guidance for English.

Response to marking

* Children respond to any distance marking **in all subjects** at the start of the next session or during SODA (Start Of Day Activity) in purple. They may be able to do this independently or with an adult depending on the age/stage of the child.