



Faith, Family and Fascination

Marking and Feedback Policy

Boutcher C.E. Primary School

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“Love one another. As I have loved you, so you must love one another.”
John 13:34

Intent

We believe that marking is the key to producing independent learners. Marking helps to raise attainment by celebrating the successful aspects of a child's work and also reminding them of the next step (what they need to do in order to progress) and provides the opportunity to identify misconceptions. Where work is marked children are given opportunities to respond. Our marking aims to challenge the children, make them question and to give them the skills needed to refine or correct their work. We prioritise oral feedback.

Aims and Objectives

At Boutcher we aim to:

- check every piece of work before the next lesson
- support or challenge the pupils with our comments
- give opportunities for pupils to refine skills or processes
- address misconceptions
- celebrate success
- create an environment where mistakes are seen as opportunities to learn
- refer to individual targets and gaps in our comments
- remind pupils of their next step and how to progress
- be consistent with our comments
- comment on presentation where necessary

Partnership with Parents

Parents are invited to read their children's books during parent open days. This is an opportunity for parents to read teachers' comments and support teachers in celebrating their child's success and see how they can help their child achieve their next target.

Children are encouraged to show their parents a successful piece of work and explain why it is successful; often teachers' comments help the pupils to articulate their success.

Equal Opportunity

We aim to promote equal opportunities and have high expectations of all pupils irrespective of age, race, gender, background, physical/sensory ability, intellect and special educational needs.

Marking is adapted according to the age and ability of the pupils. We have different methods of marking to ensure all pupils can access teachers' comments and understand where they have been successful.

We have high expectations of all our children and aim to overcome any potential barriers to their learning.

For further information please refer to the Equal Opportunities Policy

Special Educational Needs

Our marking is adapted according to the age and ability of the pupils. We believe all pupils need to access teachers' comments and understand where they have been successful and what the next step is in order to progress.

Teachers mark to the learning objective of the lesson and SEN Support Plan objectives where appropriate. TAs and LSAs are also expected to be aware of teachers' comments in order to support

the pupils effectively. TAs and LSAs also contribute to marking by annotating work to show methods pupils' used and how independent they were when working.

For pupils exceeding expectations, they are also encouraged to contribute to marking by annotating their work to show methods they used and whether they feel they have achieved the learning objective.

All pupils are encouraged to self-assess their work using an age and ability appropriate method, often responding to their red comment and correcting errors.

For further information please refer to the Special Educational Needs Policy

Progression

Marking is completed by teachers using green and red ink. Children understand that green ink recognises a positive aspect of their work linked to the learning objective and that red ink identifies a point of development.

In Early Years Foundation Stage, guided work and independent work is labelled as 'S' (supported) or 'I' (independent) to indicate the child's application of learning and level of support needed. In English written work, the visual marking code is applied but often ticks are used to show good application of phonics or a good response. In Maths, correct answers are ticked and work is labelled as 'S' or 'I' to indicate guided work and the level of support given or level of independence. Whole class tasks, picture evidence and children's art and choosing activity tasks are shared in their learning journeys and the relevant class book for PSHE, RE, Understanding of the world or Expressive Arts and Design.

In Key Stage One, a more visual marking scheme is in place. Teachers use green and red symbols to represent success and elements that need to be practised. All pupils are aware of the learning objectives and whether they have achieved them in a particular piece of work (appendix 1). Written comments or observations by the teacher are noted when explanations are needed to show how children accessed/completed the task. When children are supported by an adult, either 1:1 or in a small group, this is shown with an 'S' in a circle and often, teachers will write 'I' in a circle to highlight work that is completely independent.

Throughout Key Stage Two, symbols are used to highlight correct and/or incorrect use of punctuation, spellings, etc and to recognise good or poor presentation (see appendix 2). As well as this, children will sometimes receive written comments which refer to the learning objective of the lesson and the pupils' targets. Children in KS2 use a purple pen to respond to the marking comments, which makes it easily identifiable for teachers to check. They also use the purple pen for independent editing.

Across KS1 and KS2, verbal feedback is given where possible, which enables children to make immediate changes and improvements and can address any misconceptions and errors. Where verbal feedback has been given, a teacher will show this by writing 'VF' on the piece of work.

Monitoring

Monitoring of marking takes place through book scrutiny and as part of lesson observations. Subject coordinators monitor the marking for their subject and look for progression in marking, reference to targets (where appropriate) and comments encouraging pupils to think of the next step.

Marking Expectations

Throughout Key Stage One and Two, it is expected that in all lessons there will be the opportunity for formative assessment before children complete independent work. This can be carried out by teachers and TAs and may include whiteboard work and oral responses as well as other ways. Feedback will be given individually and to the whole class to praise, to address misconceptions, to question and to challenge further.

During independent work, teachers and TAs circulate the classroom with the aim of giving 'live' feedback to as many children as possible. Teachers may identify individuals or groups to target in a lesson but will aim to provide as many children as possible with on the spot feedback in order to help support them to complete the rest of their work, addressing any discussion points.

Mini-plenaries are used regularly and teachers will use these opportunities to provide feedback to the whole class. Children may be asked to share work during mini plenaries or the teacher might provide feedback based on the work they have seen. These are opportunities to work through any difficulties or areas of learning the adults are noticing through their 'live' marking.

The marking and feedback expectations for each subject is as follows:

Guided Reading

During the lesson:

- Teaching staff circulate whilst work is being completed. Teachers and TAs are to assess children's work in relation to the learning objective and verbal feedback given to address misconceptions or to offer challenge.
- Where a child has fully met the learning objective, this should be double ticked with a green pen. Where children have partially met the learning objective or support was needed, one tick will be given.
- 'S' is recorded for children who had 1:1 or worked in a guided group in order to help them achieve the learning.
- VF may be written in the child's book where discussion has taken place.
- Questions may be written by an adult to further clarify or support a child's understanding, if needed.
- In KS2, handwriting and spelling mistakes (particularly statutory spellings and topic specific words) should be addressed and discussed with children.

After the lesson:

- Any children who didn't receive verbal feedback in the lesson should have their books marked.
- Teachers should focus on looking for the key skills listed on the lesson's learning objective having been met. Where a child has fully met the learning objective, this should be double ticked with a green pen. Where children have partially met the learning objective or support was needed, one tick will be given.
- Poor handwriting, presentation and spelling mistakes should be addressed. Teachers may also comment positively on these with a green pen.

Writing

During the lesson:

- Teaching staff circulate whilst work is being completed. Teachers and TAs are to assess children's work in relation to the learning objective and verbal feedback given to address misconceptions, support use of key skills or to offer challenge.

- Handwriting and spelling mistakes (particularly statutory spellings and topic specific words) should be addressed and discussed with children. They will be encouraged to use word banks given and in KS2, a dictionary to check spelling errors.
- Where a child has met the learning objective, the word, phrase or sentence should be double ticked with a green pen. When a skill has been met multiple times, the teacher may choose not to tick/ mark it out every time.
- After verbal feedback has been given, VF should be written in the child's book by the relevant work looked at. This may be one paragraph rather than the whole piece of work.
- In KS1, the visual marking code is used in red and green pen to identify good areas and areas of development or mistakes.
- Incorrect work and misconceptions should be marked with a red pen and discussed with the child.
- In KS2, children will make corrections and edit their work with a purple pen.

After the lesson:

- Any children who didn't receive verbal feedback in the lesson should have their books marked.
- Teachers should focus on looking for the key skills listed on the lesson's learning objective having been met. Where a child has met the learning objective, the word, phrase or sentence should be ticked with a green pen. When a skill has been met multiple times, the teacher may choose not to tick/ mark it out every time.
- Poor handwriting, presentation and spelling mistakes should be addressed with a red pen – teachers should use their professional judgement in identifying these. Teachers may also comment positively on these with a green pen.
- The appropriate marking code (appendix 1 and appendix 2) should be followed.
- It is often the case in writing lessons that teachers will compile whole class feedback based on misconceptions and spelling errors. This does not need to be formally recorded however, teachers are expected to provide this feedback at the start of the next lesson and they are encouraged to include it on a slide at the start of their teaching. Children should be given time to respond to feedback.
- From time to time, teachers or TAs may give more detailed feedback on an individual basis.

Independent Writing

- Verbal feedback is not given in an independent writing lesson and therefore all children will have their books marked.
- In most pieces of independent writing, stickers are to be used listing the success criteria (based on the week's teaching) and these are to be ticked where met and a red square drawn where the success criteria hasn't been met.
- Next steps may also be written underneath the sticker.
- Teachers may also compile whole class feedback. This may be given at the start of the next independent writing lesson or at the start of the next English lesson.
- Interventions may also be organised as a result of marking.
- From time to time, teachers/TAs may give detailed 1:1 feedback to individual children.

Maths

Maths No Problem

During the Lesson:

- In MNP lessons, during 'Explore' and 'Guided Practice' children may complete tasks on a whiteboard or in their maths book. Answers are checked through sharing answers to the whole class staff or by looking at individual work. Children ready to move on complete their workbooks. Children who haven't answered the questions correctly will receive further teaching in a guided session.

- It is good practice for teachers to provide TAs with worked examples to help with addressing errors and misconceptions. At the very least, they should be given the answers.
- When completing MNP pages, children are expected to attempt these independently. Teaching staff will circulate the class and provide feedback to children whilst completing the work and provide further support where needed.
- When children are supported by an adult, either 1:1 or in a small group, this is shown with an 'S' in a circle and often, teachers may write 'I' in a circle to highlight work that is completely independent, particularly for SEN children.
- At the end of each lesson, the teacher will provide the answers for worksheets and children will self-mark their work using a purple pen. In KS1, the teacher may choose to mark the children's work.

After the Lesson:

- Teachers should check MNP workbooks at the end of each lesson to ensure that children have marked their work correctly and corrected any mistakes.
- Where mistakes and misconceptions are identified, teachers may provide a small group intervention or provide additional teaching to the whole class.
- Teachers should record the level of support given in MNP workbooks.

5-a-day

- Children will self-mark their work with the teacher demonstrating a method/ methods to answers each question.
- Teachers should check the 5-a-day and provide additional teaching through either an intervention or whole class teaching as necessary.
- In KS1, teachers or TAs are to mark the work.

Foundation Subjects

This includes RE, Science and Theme.

During the lesson:

- Teaching staff circulate whilst work is being completed. Teachers and TAs are to assess children's work in relation to the learning objective and verbal feedback given to address misconceptions or to offer challenge.
- Where a child has met the learning objective, the work should be ticked with a green pen.
- Incorrect work and misconceptions should be marked with a red pen and discussed with the child.
- In KS2, handwriting and spelling mistakes (particularly statutory spellings and topic specific words) should be addressed and discussed with children.
- In KS1, some topic words may be underlined or identified so children can use word banks or topic cover sheets to help support the spelling of these accurately.
- In KS2 children will make corrections and edit their work with a purple pen where mistakes, corrections or misconceptions are addressed.

After the lesson:

- Any children who didn't receive verbal feedback in the lesson should have their books looked at.
- Teachers should focus on looking for the key skills listed on the lesson's learning objective having been met. Where a child has met the learning objective, the work should be ticked with a green pen.
- Poor handwriting, presentation and spelling mistakes should be addressed with a red pen. Teachers may also comment positively on these with a green pen.
- The marking code may be followed for longer written pieces.

- If there are common misconceptions and errors, teachers will compile whole class feedback. This does not need to be formally recorded however, teachers are expected to provide this feedback at the start of the next lesson and are encouraged to include it on a slide. Children should be given time to respond to feedback.

PSHE

Teachers are expected to read children's work the same day. Teachers are not to mark children's work as we do not want children to think that there is a correct answer as PSHE journals are for children to record their thoughts and feelings. Teachers will initial work to acknowledge it. Where a follow up conversation is needed teachers will use a sticker to show this. Any concerns will be followed up (see the safeguarding policy).