



Marking and Feedback for Learning Policy

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfill their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of each individual.

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and has direct links with curriculum planning and assessment.

Why do we need a feedback for learning policy?

It is important to provide constructive feedback to children, focusing on **success** and **improvement** needs against **learning intentions**. This enables children to become reflective learners and helps them to **close the gap** between what they can currently do and what we would like them to be able to do. How children's work is received and marked and the nature of feedback given to them will have a direct bearing on learning attitudes and future achievements.

The policy must be:

- Consistently applied by **all staff**
- Manageable
- Meaningful
- Motivating
- Informed by pupil's individual learning needs and previous assessments

Purpose: reasons for marking and feedback

- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and areas for development in their work.

Marking should be positive, clear and appropriate in its purpose - it needs to offer positive benefits to staff and children and the outcomes need to be fed back into planning.

Marking Methods

Verbal Feedback

Verbal feedback is regular and interactive. It is both direct (targeted to individuals or groups) and indirect (as others listen in and reflect on what is said). It works in three directions: teacher to child, child to teacher and child to child. All three are important, necessary and interlinked. The teacher can model the language of feedback that children can employ themselves, in discussions and paired peer assessment.

Verbal feedback is face-to-face and all the more personal and powerful for that. It is immediate: children are often able to respond to it straight away. Children of all ages need oral feedback but this is particularly important in the early years and KS1 where children may be unable to read a written comment.

Verbal feedback should be:

- Positive - recognising children's efforts and achievements to date
- Developmental - offering specific, detailed advice to help children progress.
- The language of the classroom gives strong message to children about their achievement and teacher needs to use positive language.
- For instance
- 'When you find something challenging it is an opportunity to learn something new'
- 'This is how we learn. If everything is easy it means you already know how to do it, so there is no new learning.'
- Rather than 'I know you are having difficulty with this'

Written feedback.

Written feedback will follow a system of check and focused marking. Comments should relate to the planned learning objectives/success criteria, recognise the children's achievements and indicate the next steps in their learning. Feedback will be given promptly, either during or after the work. Time must be built into lessons for children to reflect on marking and respond to it (Fix it time).

Check Marking

Should consist of a checking of the children's work against the success criteria, this may include 'ticking' correct work and where they have met the learning objective. Appropriate comments/praise as required.

Focused marking

Usually this is used when a child has done a substantial piece of work and may be marked away from the child. Teachers focus on both successes against the learning intention and improvement needs.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both **success** against the learning intention (using a pink pen) and **improvement** needs against the learning intention (using a green pen). Focused comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved through support, consolidate extend and accelerate.

Self and peer assessment (SA and PA)

We recognise that a whole-school approach to developing SA and PA is necessary. Embedded fully it will enable children to take increased responsibility for their learning. Commenting on other children's work also has clear benefits, which include developing self-esteem and the skills of self-advocacy.

SA and PA should always be seen as much more than children marking their own or each other's work. In carrying out SA and PA, children need to focus on the intended learning outcomes.

To improve learning, it must be an activity that engages children with the quality of their work and helps them reflect on how to improve it. The opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided.

Sometimes children will use 'thumbs up' 'thumbs down' in the lesson to self assess their understanding of the learning throughout the lesson.

Marking Key

✓ . – Learning Objective
achieved **P** – Presentation
FI – Fix It
I – Independent work
TA – teaching assistant supported
work
T – Teacher supported work
G – Group work
SP – Spelling
→ Next
Steps

The marking key identifies assessment criteria for pieces of work. They will be used consistently throughout school and staff should ensure that children understand what they mean. Some keystages may use symbols more frequently including additional symbols classes may use e.g. Pictoral marking in keystone 1.

All marking will be colour coded, pink pen to indicate work that meets the L.O. and demonstrates work of a high quality.
Green pen will indicate 'green for growth' work children can improve on or next steps for development.

EYFS

Staff will consistently use verbal feedback and pictorial marking. Throughout EYFS all staff will do use Target Tracker in order to complete observations for the EYFS Profile.

KS1 and KS2

From Year 1 onwards children will be introduced to Success Criteria; must, should, could in English and Science. Year 1 children will use pictorial Success Criteria for writing. Children will be given opportunity to reflect on their learning and begin, when ready to take some responsibility for improving their own learning. Where appropriate in years 1 & 2 children will work in guided groups to self assess against the success criteria and an arrow to show Next Steps or it will be marked by an adult. Children will act on Green for Growth Comments to either support, consolidate, extend or accelerate. Interventions will be completed either pre learning or post learning and marked accordingly.

- KS1 Writing: see pictorial marking

At the end of an extended piece of writing, teachers should mark against the DfE's agreed expected standards for KS1 (Writing Assessment Checklist). Year 1 to mark against Working Towards. Year 2 to mark against Working at Expected. This information will then be used for assessment purposes on Target Tracker (see assessment policy.) Year 2 children will complete a pictorial self marking checklist at the end of writing each extended piece in order for them to identify their next steps. KS1 children, when ready, will use a 'polishing pen' to edit their writing based on feedback given.

- KS2 Writing

Extended pieces of writing will be marked using the DfE's Writing Checklists, Expected Standards for KS2; Lower KS2 to use Working Towards and UKS2 to use Expected Standards. This information will then be used for assessment purposes on Target Tracker (see assessment policy.) Daily English tasks will be marked according to the Success Criteria where applicable. Year 6 marking of writing will be completed at the bottom of the writing and briefly indicating on areas to improve on within the whole piece of writing. Children will complete self and/or peer marking checklist at the end of each extended piece of writing so that they can identify their next steps. Children will use a 'polishing pen' to edit their writing based on feedback given.

- Maths

In practice books, work will be marked in accordance with the marking key, daily. This will provide information on requires further intervention pre or post learning. At the end of the unit, KS1 and LKS2 children will self assess against the learning objectives using the assertive mentoring colours, UKS2 children will use a numbered system. Teachers then mark against the learning objectives on completion of the unit in assertive mentoring colours and numbers for UKS2.

- Topic

For all topic work, evidence of learning should be uploaded to target tracker and the statements highlighted for that particular subject. Where necessary and required marking should be completed for example a particular spelling in context. (See assessment policy)

Spelling

Children should be able to spell in context, not just in a spelling exercise. However, it is very important that the teachers' correction of spelling mistakes does not negatively impact on a child's piece of writing and should be marked in all subjects.

The marking approach at Corrie Primary School is as follows:

- The words chosen for the correction should only be those a child should already know;
 - the keyword lists for the previous year or term
 - spelling rule recently taught
 - technical vocabulary from topic
 - mathematical and science vocabulary
- children are to put the correct spelling in their vocabulary books to practice.
- KS1 are to use a green pictorial marking symbol and provide correct spellings to put in their own logs and practice.
- Years 3 and 4 teachers to begin putting sp in the margin to indicate a spelling error, within the line, when the children are ready. By the end of year 4 and into year 5 this will be how spelling is marked.
- In years 5 and 6 at the bottom of the page 'spelling' will be written where necessary indicating errors within the piece of writing.
- Within Kagan books teachers should use real time marking to encourage children to correct the spelling.
- If spelling mistakes are recurrent these should be given for homework as detailed in the spelling practice appendix of the Language and Literacy Policy.
- Teachers will ensure time is given to practice these words.
- Where the grammatical structure of the sentence is incorrect then the entire sentence will be highlighted with a green highlighter and written out again as a Fix It.

Special Educational Needs

Marking for children with Special Education Needs will reflect the ability age of the child and cognitive level regardless of the year group they are in. This may include pictorial marking for KS2 children. Verbal feedback will be given during the lesson to provide immediate feedback to the child to improve their learning. Spellings will be sent home for homework which are appropriate and relevant to their cognitive level and ability age.

Presentation

At Corrie we expect:

- All work must be the children's best work. We will value this work and make sure that it is presented well and reflects the child's ability.
- The cover of every book must be kept clean and free from drawings or writing. Books will have the child's name, class teacher and subject clearly displayed.
- Every piece of work will have the date and the L.O. underlined neatly, this maybe hand written by the child or typed and stuck in.
- Children will either use a single line to omit work or it will be rubbed out with a clean rubber.
- Work sheets must be trimmed and stuck into books. (No doodling or writing on the back of work sheets)
- Children are to only use pencil in their maths book.
- One number will be written in each square and teachers must set the standard that all numerals will be formed correctly and the correct way round. Teachers will correct this and ask children to practice forming numbers correctly when ever needed.
- Children will use a pencil until they can use a neat cursive script in all of their work. Children will use a pen when the Teacher judges their cursive script to be of a good standard.
- Children will write the long date in their English and topic work.
- Children will write the short date in their maths and science work.

Responsibility for Marking

Class teachers have the overall responsibility for ensuring that all work, including homework is marked promptly and appropriately. However, there are times when it is necessary for other staff to mark pupils work.

Signed:

Coordinator:

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