

**Sparsholt C of E Primary School**

**Marking and Feedback Policy  
2020-2022**



**'The most powerful single moderator that enhances achievement is feedback'**

**John Hattie**

**'...the impact of feedback is 124 times more cost effective than reducing class sizes'**

**Higgins/Sutton Trust Report**

## **Aim**

The aim of this policy is to ensure a clear understanding of the purposes, procedures and processes of effective marking and feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Effective marking and feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

## **Processes**

**Four types of marking and feedback occur during teaching and learning at Sparsholt:**

- **Teachers' well-considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a group basis. For younger pupils this can be noted down to record the feedback and response process.
- **'Light touch' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.
- **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- **Self-assessment and peer assessment** of the attainment and success of a piece of work.

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to Effective Marking and feedback.

## **Common Marking and Feedback Policy**

The staff of this school have come together to determine a common marking and feedback policy in order that children will come to understand a whole school approach to the recognition of their efforts. Our school will, for the most part, use a common set of symbols to enable children to understand that throughout their time at this school the purpose of marking is:

- To recognise those areas of school work that are good and to improve upon them
- As a means of giving encouragement towards producing work at an acceptable level.
- To indicate to children what happens next - ensure progression
- To check for standards, individually, and within the class
- To determine whether a child can work within set time limits or targets.
- To develop the ability to take responsibility for their own learning by understanding how to improve and move their own learning on.

The marking of work is part of the feedback that children receive regarding the performance of their work in school. Marking is seen as a longer-term record of progress with immediate feedback coming from discussion with the teacher about work performance.

Children need to know and understand the criteria within which marking will occur; with increasingly more complex demands, as children become older and more able. Selective marking according to the criteria set will enable the child to develop confidence in developing selected aspects of their work at their own pace. Corrections will be left to the professional judgement of the teacher who can best reflect the ability level of the child. Children need to be aware of the marking policy of this school.

## **Standardisation**

Staff come together termly to discuss and mark children's work in relation to the Age Related expectations. The assessed work is collected together and used for teachers to compare and standardise their judgements.

## **Rewards and Sanctions**

Children are given various rewards for work and behaviour, which shows improvement or effort. Comments on children's work are positive whenever possible. See the behaviour policy for further information. Children may be asked to repeat work that is not good enough. This may be at playtime or at home.

## **Equality of Opportunity**

All pupils are entitled to have their work marked in accordance with this policy.

### **SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean writing comments for specific pupils in an accessible colour, it may mean supporting pupils to read comments, it may mean recording verbal feedback and response.

### **Monitoring and Evaluation**

SLT will review a sample of work from each class to monitor the implementation of this policy.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children concerning children's achievements and progress.

The performance indicators will be:

- an improvement in children's attainment,
- teacher and child testimony concerning the usefulness of the marking.
- consistency in teacher's marking across the two key stages and between years.
- an awareness on the part of the pupils of what is expected of them.

### **Review of Policy**

Whilst this policy will be reviewed at least every 2 years, if it is deemed that changes are needed prior to this staff will recommend these to Governors Curriculum committee.

### **Marking and Feedback procedures**

At Sparsholt Primary School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Written feedback
- Teacher Assessment
- Self-Assessment / Peer Assessment

### **Verbal Feedback**

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When targeted verbal feedback is given, a **VF** will be recorded next to the piece of learning or '**Discussed**' and the group size e.g. 1: 4 or 1: 1. The initials of the person undertaking the verbal feedback will also be shown.

## Teacher Feedback, Marking and Assessment

### Common practices:

- Teachers' marking for all subjects will be done in green pen.
- Where children are self-editing before direct teacher intervention, they will edit in pencil/handwriting pen.
- Where peer editing has taken place, this will be done in pencil/handwriting pen.
- Where children are responding to written feedback from the teacher, they will respond using purple pen.
- Children will be given dedicated time to respond to written feedback and will do so using purple pen.
- If the work has been supported by the teacher, **S** will be written next to the part of the work that has been supported and will include the initials of the person who has provided the support.
- If the teacher has been working with a Guided Group then **GG** will be written next to the section of work that has been guided and will include the initials of the person guiding the group and the size of the group e.g. 1: 4.
- In KS1 **I** will be written or circled to indicate work has been completed independently. In KS2, if no symbols have been used, it will be assumed the work was completed independently.
- If an additional intervention session is required to support a child's learning. **Intervention**, the group size e.g. 1:1 and the initials of the person undertaking the intervention will be written in the child's book.
- In some instances, comments may be linked to a child's learning behaviour and how this has affected the outcome of their work.

### English Marking and Feedback

At Sparsholt we realise the importance of developing children's ability to take responsibility for their own learning and to be able to edit and improve their written work before direct teacher intervention. In an attempt to develop children's independence with their learning, children will be given every opportunity to self-edit and improve their work before direct teacher intervention in the form of written feedback. Therefore, in-depth marking of longer written tasks will only take place once the piece is completed. Developmental pieces e.g. plans etc. may not be marked in depth but the teacher will initial all pieces, as a minimum, to indicate they have been seen.

Written feedback will comprise of:

- Teachers identifying something that the child has done well.
- Teachers then identifying an improvement that the child could make to that piece of writing. This could be linked to punctuation, sentence structure, vocabulary choice, text structure etc.
- In addition, teachers will identify a maximum of 3 spellings (Unless the child has a specific spelling target) that need correcting by the child using resources such as dictionaries, spelling mats etc.

- Children will then be given dedicated time to respond to the written feedback and will do so using purple pen.
- Whilst many common symbols will be used (See Appendix 1) to help children identify positives and areas for improvement in their work, individual teachers are also permitted to add personal comments/ symbols that meet the individual needs of the children they are teaching.

### **Maths Marking and Feedback**

To ensure children make good progress and misconceptions are addressed quickly, marking in maths should occur daily. Maths marking should help inform planning and identify the support/challenge needed to extend learning.

Marking could be undertaken:

- By the teacher during the maths session using green pen
- By the children during the session using purple pen
- By the teacher at the end of the session using green pen

Marking may indicate:

- Corrections that the child needs to make including identifying their own errors in calculations.
- Questions to extend the child’s reasoning
- Challenges to further the child’s understanding

Children will then be given dedicated time to respond to the written feedback and will do so using purple pen.

### **Other curriculum subjects:**

Marking and feedback for other curriculum subjects may vary depending on the nature of the session being taught. For some subject/topic areas, verbal feedback may be more appropriate and therefore written feedback may not be seen.

Where written feedback is appropriate, it should link to the lesson objective and reflect how well the child has achieved against it. Sometimes children will be asked to make improvements to their work which will be done in purple pen.

Sometimes it may be necessary to mention a child’s grammar and punctuation where they are not including known features such as capital letters and full stops in subjects outside of literacy.

### **Self-Assessment/Peer-Assessment**

In Key Stage 1 pupils should be taught to self-assess/peer assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will regularly self-assess for maths against the objectives taught. All self-assessment/peer assess should be moderated by the class teacher, using a light touch mark to either agree or alter the self-assessment.

Agreed by CC Governors	February 2020
Review Date	February 2022

## Appendix 1

### How your work will be marked at Sparsholt Primary School

Your teacher will try to talk to you about your work whilst you are completing it and when you have finished it, but if it is marked later these symbols will be used:

? = I don't understand - it doesn't make sense

Sp – Spelling error - please correct

CL - capital letter mistake

FS – Full Stop missing

he was.// = Next new paragraph or new line, e.g. for speech  
the

in ^ car = you have left something out

\* in margin - indicates the line where an error has occurred and needs correcting.

Your teacher will probably write a comment at the end of your work. This is for you to read and act upon. If you are responding to your teacher's marking you need to do so in a purple pen. When the work has been marked by another staff member they will also write their initials after the comment. If you are Key Stage 2 you need to initial the comment to show that you have read it.

I - Independent - you have worked on this by yourself (KS1 only)

S – Supported - an adult has supported you

GG – Guided – this work has been guided by an adult

VF – Verbal Feedback / Discussed - an adult has spoken to you about your work

#### KS1 only:



Use your phonics / Listen for your sounds



Finger Spaces

You must ask your teacher if there is anything about the work or the marking of the work that you do not understand.

You can also put a symbol to show which learning objective you think you have achieved.

#### How we set out our work at Sparsholt Primary School

- At first you will write in pencil, later your teacher will let you write in blue/black ink.
- You may use a handwriting pen. You must make sure that you have these ready for your lessons.
- Each piece of work must start with a Learning Objective at the top and a date in the corner. These should be underlined with a ruler.

Maths work should always be completed in pencil