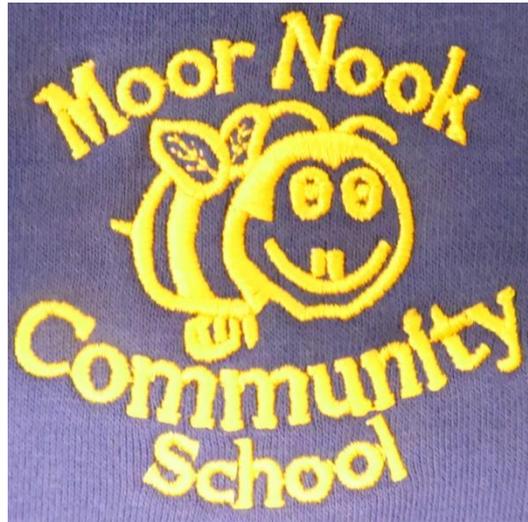


Moor Nook Community Primary School



Feedback and Marking Policy

April 2019

Feedback and Marking Policy **Moor Nook Community School**

Marking is seen as a constant dialogue with each pupil. The aim of this policy is to ensure 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.

Marking is an integral part of the assessment process. Quality marking provides constructive feedback to children, focusing on success and improvement needs against the learning objectives, success criteria and targets. 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 do.

Aims

- ❖ To give opportunities for prompt and regular written or spoken dialogue with children with suggestions for improving learning.
- ❖ To ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- ❖ To ensure that children are encouraged to comment on and evaluate their work before handing it in or discussing it with the teacher.
- ❖ To ensure children are praised for their effort and attainment.
- ❖ To provide children with time to act on the feedback they are given.
- ❖ To ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- ❖ To ensure that children are involved in their own learning, by giving regular feedback (verbal or written) so that the children understand where they are, where they are going and how to get there.
- ❖ To ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

EYFS Marking Symbols

	You understand today's key learning.
	You have needed support with today's key learning.
VF	Verbal feedback.
Teacher Assisted Work Stamp	Guided work with the teacher.
TA Assisted Work Stamp	Guided work with the teaching assistant.
Independent Work Stamp	Independent work.
*	Next step must be given when needed with precise child's next step in that area of learning.
Corrections	All corrections are modelled to pupils and an opportunity to correct/practise for example – letter formation.
Areas of Learning	Some work will have the area of learning abbreviated on in order to show what area of learning that piece of work relates to.

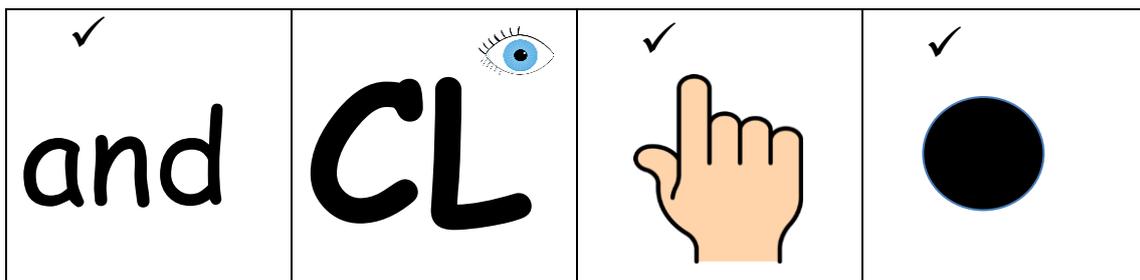
KS1

All written work produced in books will include feedback which adheres to the following guidelines:

When detailed feedback has been given, it will take the following format:

- Where the learning objective has been met, it will have been colour coded by the teacher. Green = met, amber = partially met and red = not met.
- The visual code will be stuck into their exercise books.
- All children will be taught what the visual code means.

- Feedback will be given using these codes until children are able to read longer comments (aim: towards the end of year 2) .
- There will be a constructive and meaningful prompt given which children respond to, to improve their work. This prompt must give the child something to fix or something to do.
- The prompt will be shown with an eye 
- Oral feedback can be identified in books by the symbol 'VF' this indicates that verbal feedback has taken place between the class teacher and the child. There must be some recognisable change in a piece of work if verbal feedback takes place within a session.



✓ = Well done you have used finger spaces, full stops, and.

 = Check you have used capital letters.

KS2

All written work produced in books will include feedback which adheres to the following guidelines:

Detailed feedback must be as and when required in order to move a child forward.

When detailed feedback has been given, it will take the following format:

- There will be a constructive and meaningful prompt given which children respond to, to improve their work. This prompt must give the child something to fix or something to do.
- All children will be taught what the marking code means. The codes will be written in the margin and the children will be required to identify the change they need to make.
- The prompt will be shown with an eye 
- The prompt must give the child something to fix or something to do. Therefore it may take the form of a question, ask children to practise doing something, or ask them to fix spelling errors.
- Children have a purple pen that they should use to edit their work so that it is clear to see where they have responded.
- Verbal feedback can be identified in books by the symbol 'VF' this indicates that verbal feedback has taken place between the class teacher and the child. There must be some recognisable change in a piece of work if verbal feedback takes place within a session.

Marking codes

Where the learning objective has been met, it will have been colour coded by the teacher. Green = met, amber = partially met and red = not met.

SC ✓ = success criteria achieved

✓ = correct answer/you have got it correct

P = punctuation

G = grammar

SP = spelling

T = tense

// = new paragraph is needed

Maths Marking Codes for KS1 and KS2

✓ - Correct

• - Incorrect

S (T) or S (TA) – Child has received adult support to complete the work or question from either the teacher or teaching assistant

P – Work has been completed with the use of practical equipment

Int – Child has a misconception and needs a follow up intervention. Possibly followed up by an eye task for children to complete independently or corrections in purple pen

VF – Verbal feedback

UA – using and applying

MIN – More input needed to embed this concept. Used if large group of children need further input and concept will be addressed in lesson time

👁 - A next step in learning used within the lesson, to be completed post intervention or to correct a slip

Marking codes will be provided for supply teachers to ensure consistency of marking.

Paired response marking/ self-marking

Children should be involved as far as possible in the analysis and constructive criticism of their own work. We should encourage children to use self-evaluation continually, so that reflection, pride in success, modification and improvement become a natural part of the process of learning. The children will actively use target sheets in writing as they identify what needs to be included/achieved. An example of a writing target sheet;

Writing Targets - Step 12

Vocabulary, Grammar and Punctuation				Composition			
I can create sentences with fronted adverbials for when and where.				Planning			
I can use noun phrases e.g. <i>Mowzer watched the boat out in the ocean.</i>				I can discuss and record ideas for planning,			
I can use determiners including: - some, any, no, many, much, every				Drafting and Writing			
I can use inverted commas and other punctuation to indicate direct speech.				I can compose dialogue using Standard English and non-Standard English			
I can start a new paragraph when a new speaker says something.				I can write an opening paragraph which combines setting and character/s.			
I can use apostrophes for singular and plural possession.				I can edit and improve my writing by using different types of sentence.			
I can use pronouns e.g. <i>first person (I, me, my, mine, we, us, our, ours).</i>				I can link ideas within paragraphs using fronted adverbials.			
				I can organise non-fiction writing.			
				I can link ideas within paragraphs using complex sentence with adverb starters.			
				Evaluating and Editing			
				I can discuss changes with a partner.			
				I can improve my writing in light of evaluation.			
				Performing			
				I can read aloud using expression.			

Quality self-marking is very powerful, and the first stage of moving power from teacher to child is to get the children to mark their own work. This will lead on to response partner work as this involves the emotional dynamics between two children.

Stage 1: children identify their success

Stage 2: children identify a step for improvement

Stage 3: children identify their success and make an 'on the spot' improvement.

Ground rules need to be put into place when paired marking occurs. These could include:-

- The pupil needs time to reflect on, and check his or her writing before a response partner sees it.
- The response partner should begin with a positive comment about the work
- The response partner should ask for clarification rather than jump to conclusions.
- The response partner may benefit from a marking prompt card to give clear focus to what they are looking for.

Self evaluation prompts

I liked

I learned

I think I will

I never knew

I discovered

I was surprised

I still wonder

Guidelines for Presentation and Marking at Moor Nook.

- All work should be marked with a black or blue pen.
- Teacher's writing must be well presented and cursive; modelling good writing for children to see at all times; in books, on the whiteboard, displays and notes.
- Children to present work correctly and this to be insisted upon by staff.
- All pages in exercise books to be used and children asked to go back and use pages they have missed.
- All pieces of work in exercise books to have a date and title, which is underlined using a ruler.
- Doodles and Graffiti not acceptable on pupils' books or work.
- All 'eye' challenges or corrections followed up by the teacher and comments made when appropriate.
- Teachers to write pupils' names and subjects on exercise books or teachers to stick typed name labels on books; ensuring they are straight and well presented.
- Literacy and Mathematics lessons completed everyday, with at least four pieces of work per week in books.
- Guided work to be labelled in books with either 'guided' or 'GM' (Guided Maths). 'TA' for work supported by a teaching assistant.
- Teachers will try to ensure that the children are using the same colour books for a subject e.g. purple lined books for Science, blue squared for Mathematics etc.
- When work is completed on paper, this is glued neatly, in a well presented way.

**Updated April 2019 by the Senior Leadership Team, on behalf of Moor Nook Primary School.
Review April 2021**

Appendix 2 Examples of feedback prompts requesting response.

(Shaded statements illustrate similarity of tasks/response requests across maths and English.)

English Prompts	Maths Prompts
What if you could not use...? What if you could only use...? Short sentences, simple sentences, the adjectives for sight?	What if you could not use...? Multiples of 5, 3 digit numbers, numbers less than 0, one digit numbers?
Read your work – can you add ... (3 full stops, an adverbial which says where, a question mark etc?)	Look back at your work – can you add (your method, a number line)
Try to find the sentence which needs to be changed /doesn't make sense and improve it.	Can you find where you went wrong?
How could you check this?	How could you check this?
Now try these... (if activity writing about prompts/pictures/adding punctuation/ grammar)	Now try these... (extension questions/consolidation questions)
	If the answer was What could the question be?
Is there another way you could write this information (highlight sentence)?	Is there another way you could do this?
Can you find a way you could write this in a shorter sentence?	Can you find a quicker way of doing this?
Finish this sentence:	Finish this sentence: (Explaining work)
Fill in the blanks:	Fill in the blanks: e.g. $\square 2 + \square 6 = 6\square$
Highlight the sentence where you have used... (adverbials, connectives, correct punctuation, speech marks, persuasive language, etc)	Highlight where you have used (column method, grid method, a strategy to check your answer, etc)
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.	Tell me 1/2/3 reasons why I should give you a Wow! Point for this work.
Tell me ... that have ...? Tell me ... that have ...?	Tell me two sentences that have adverbials. Tell me two numbers that have a difference of 12.
What ... would you use to...? e.g. What word would you use show me what the character is feeling?	What ... would you use to...? e.g. What unit would you use to measure the width of the table?

	What are the ... of ... ? What are the factors of 42?
Show me how you think this sentence would work with ... adverbials/ connectives/ adjectives.	Show me how you think this will work with...other numbers/3 digit numbers?
Verbal: Please talk me through what you have done so far.	Verbal: Please talk me through what you have done so far.
Show me how you could write it with ... adverbials, connectives, punctuation?	Show me how you could do it with ... simpler numbers ... fewer numbers ... using a number line?
What would happen if...?	What would happen if...? e.g. What would happen if you started with 52?
What new words today? What do they mean ...?	What new words today? What do they mean? What maths words also mean?
	Would it work with different numbers?
What if you could only use...? e.g. Short sentences, complex sentences, The adjectives for sight and sound?	What if you could only use ...? e.g. Multiples of 5, 3 digit numbers, numbers less than 0?
Please write another ...connective/ sentence that shows me how the caterpillar moved.	What is another ... method that might have worked?