



## Mary of the Cross Federation

### Policy for Marking and Feedback 2018



'Act justly, love tenderly and walk humbly with your God.' *(Micah)*

**"Nurturing today's minds for tomorrow's future always remembering that God made me as I am."**



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

### Purpose

Marking has greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. Within Mary of the Cross Federation, 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 are to follow on a day to day basis.

### Principles

Effective and purposeful marking and feedback should:

- Actively involve all learners
- Sharing success criteria so that all learners know how to succeed and improve
- Allow children time to consider and respond to marking and feedback.
- Be central to the learning process by allocation of time for children to respond to marking and feedback.
- Be based on lesson objectives/intentions
- Identify next steps
- Celebrate children's achievement
- Be consistent across the school
- Inform teachers of next steps in planning – on a daily, weekly and medium term basis. This will be evidenced by annotations on the planning. This planning should be available for scrutiny.

Different areas of the curriculum sometimes require differing approaches. In this policy we focus on the marking of writing and maths but the principles of quality marking and feedback apply to all areas of the curriculum.

### Meaningful and Manageable

- Effective marking is a way of acknowledging pupil's work, checking the outcomes and making decisions about what teachers and pupils need to do next. The aim is to drive pupil progress. This can be achieved without extensive written dialogue or comments.
- There is no 'one size fits all' approach, and teachers should focus on what is best for their pupils and the circumstances.
- Feedback can take the form of spoken or written marking, peer marking or, self-assessment writing /reading conferences.
- The most meaningful marking, feedback and next steps are those given to the child during the lesson.

### Motivating

Marking should motivate pupils to progress. Short, challenging comments are most effective.

### High Expectations

All marking will reinforce the high expectations we have of each individual child. Accepting work that pupils have not checked sufficiently detracts from pupil's responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught to check their own work through specific planned lessons. To give insight into each child's thinking process, errors and mistakes will be neatly crossed out with a single line.

Each piece of work will clearly specify

- the date, written in full in all books except Mathematics where the short date will be written in the DD.MM.YYYY format (This should be underlined)
- learning question (**Can I...**) (This should be underlined)
- Where work is marked by someone other than the class teacher, it is to be initialled

## Practices

Children are provided with wide and varied opportunities to write across all curriculum areas every day. As a minimum they will produce at least one independent writing task each week, which is to be marked in depth and in a timely fashion.

The marking will feature the agreed symbols for editing (see appendix 1) but will not highlight every mistake so as to avoid disheartening children. Instead, the errors highlighted should focus on the child's targets or previous next steps comments. The choice of which other errors to correct is at the discretion of the class teacher.

When appropriate a 'next step' or 'target' will complete the marking. This should offer support, advice or guidance on ensuring that their work is improved next time. (see below for more details).

Care will be taken when marking RE. It is appropriate to make comments on the child's ability to show progression in AT2 as well as AT1, but feedback or marking must not comment on or 'assess' the child's personal feelings, beliefs or thoughts; only their ability to support or give reasons for their ideas.

The whole school will use green pen when marking. All comments written in books are to follow the school handwriting policy.

In all written work, up to 3 spellings may be highlighted and written at the bottom of the work for the child to practise, and it may be necessary to refer back to the spelling analysis. These spellings should relate to the Common Exception Words list or National Curriculum Spelling Appendix for each year group. In Upper KS2 all spelling errors should be underlined (at the discretion of the teacher) so that the child is aware of how many errors they are making, and teachers can use the information to set targets.

## Verbal Feedback

Verbal feedback and dialogue should happen every day during lessons. 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. Verbal Feedback will be noted as next steps comments. See Next Steps marking below for further details.

**Teacher Assessment** - Pupil's work can be assessed in two ways. Either during the lesson or after the lesson has ended. During the lesson both teaching staff and TAs can take on the responsibility of marking work, giving feedback and setting a next step.

## Marking and feedback during the lesson

Marking children's work and giving feedback should take place throughout maths lessons in the form of groups marking and/or mini plenaries. In English it may be more beneficial for Teachers and TAs to work with a small group of children each lesson to focus on a particular target.

Wherever possible teachers/TAs should return to children who have been given a NS during the lesson, to ensure that they have carried out the action.

The following principles should be applied to all subjects.

## **\*\*Maths Next Steps Marking during the lesson**

Next step marking is a continuous process of formative assessment that can intervene to:

- **support** - Suggesting ways the child can use resources/worksheets to support their learning (**'NS use a number line/counters .. to help you'**)
- **consolidate** -Where children might just need a few more examples before they are ready to move on. (**'NS - try these and don't forget zero'**)
- **accelerate**- Moving a child onto the appropriate level of task (**NS - ↑ section B/convince me**)
- **challenge** - Turning the learning around and put learning into practice (**NS - What if you doubled the number? NS Explain/Convince me**)

## **English Next steps marking during the lesson**

Next steps should summarise what has been discussed during verbal feedback, such as:

**NS - adjectives    NS - conjunction - because    NS - 2 more sentences using CL/FS**

## **Marking and feedback after the lesson**

- All work is to be marked using the agreed symbols (appendix 1)
- Any independent work written in the English assessment book, should be in-depth marked.
- Any work completed in the foundation subjects should be marked to the same standards as literacy, and if written in the assessment book it is to be in-depth marked.
- As a minimum, maths and English marking should include Next Steps comments/ actions at least twice per week.

## **Yellow box marking**

- In the event of a larger piece of work, a yellow box shall be drawn around the content that the teacher would like the child to review.
- The yellow box may be accompanied by a non-explicit comment that identifies the improvements to be made within this section, but not the exact mistakes, thus empowering the child to deepen their own analytical thinking.

## **English In-depth Marking**

- At the beginning of an independent piece of writing, children are to be provided with a limited success criteria which are not over detailed. (This can be as part of your lesson input)
- Time should be given following a big write allowing the children to be taught how to edit their work, and allow time for them to do this. (**edit in purple, add to the story in normal pen/pencil**)
- Once edited, the work is to be marked by the teacher against the success criteria (**green pen**)
- identify at least 2 strengths in the writing e.g. good word choices or excellent use of similes.
- **Next step Comments**
  - Next steps marking should advance pupil progress and outcomes. There is no 'one size fits all' approach, and teachers should focus on what is best for their pupils and the circumstances.
  - In order to ensure that work remains independent, NS comments should be generalised instructions to improve work.
- Children are to be given time in the next English lesson to respond to marking and are to be taught how to edit their work. (**edit in purple, add to the story in normal pen/pencil**)
- Teachers are to confirm that pupils have responded appropriately to NS comments. Where the child has been asked to edit a piece of writing, this will need to be checked for accuracy.
- Teachers need to ensure that learning from the next step comment is being applied by the pupil in subsequent writing tasks across the curriculum.

The above steps should not be applied to Year 6 Independent writes if they result in work that it no longer recognisable as 'independent' for moderation purposes.

**Maths In-depth Marking** - (Also see previous section \*\*) When the learning objective has been achieved it is to be ticked in green. Where it has not, it is to be starred (see example).

When the learning objective has not been achieved an appropriate follow up action is to be taken by the teacher (next step comment, intervention, or maths guided group). Teachers are to ensure that details of follow up action are recorded in the appropriate place.

### **Self-Assessment**

**English/Foundation Subject Self-Assessment** - Pupils should highlight the success criteria or NS comment (using green highlighter) which they feel they have achieved and find evidence of this in their work, which they also underline neatly in green pen using a ruler. As a minimum children should self-assess their independent writing at least once per half-term.

**Key Stage 1** pupils should be taught to self-assess in a meaningful way, against the Success Criteria.

**Maths Self-Assessment** - Children should assess their own work after every maths lesson by applying a 'small' smiley (☺ Confident, ☹ Got it but need more practice, ☹ Not sure/need help)

### **Peer Assessment**

In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the Success Criteria. By the end of Key Stage 2 pupils will peer-assess at least once per half term in Literacy. All peer assessment should be moderated by the Class Teacher, using a light touch mark to either agree or alter the assessment. Peer Assessment should follow the same procedure as Self-Assessment. The pupil should initial their peer assessment to identify who has assessed the work.

### **Dedicated Improvement Time (DIT)**

Teachers should allocate Dedicated Improvement Time for the pupils to reflect on their feedback and respond to it every day. This would form part of your input or as a carousel activity during guided reading.

### **Monitoring**

Executive Head  
Head of Schools  
Subject Leaders

Reviewed: September 2018  
Next Review: by September 2019

Signed: \_\_\_\_\_

## Marking Codes

**(To be written in the margin / at the end of the piece of work)**

<b>Green</b>	For all comments.
<b>*</b>	For general improvement comments
<b>CL</b>	Capital letter needed
<b>FS</b>	Full stop missing
<b>O</b>	Punctuation missing
<b>_____?</b>	This does not make sense
<b>/</b>	Space needed
<b>//</b>	New paragraph or line needed
<b>Sp</b>	Incorrect spelling (accompanied by a squiggly line)
<b>^</b>	Missing word(s)
	<b>Self-Assessment</b>
	Confident
	Got it but need more practice
	Not sure/need help

### Marking Codes to Support Assessment

<b>Initials</b>	Of the person marking the work
<b>S</b>	Supported (accompanied by a 1,2 or 3 dependent on intensity - 1 minimal, 3 intensive)
<b>I</b>	Independent learning
<b>P</b>	Peer or group learning
<b>NS</b>	Next Steps

**Yellow Box**

Indicates a passage of text to focus making improvements on.

**TA Support - Verbal Feedback NS Marking Literacy****Procedure**

1. Have child read out work their own work.
2. Discuss ways it can be improved – try and get child to identify errors themselves.

**Ask:**

- a. Does it make sense?
- b. Did you include the correct punctuation?
- c. Is it your best handwriting?
- d. How can you make your work better? (look at steps to success / last NS comments)

**Suggested areas for improvement: (refer to planning in the first instance)**

- e. Capital letters and full stops (CL/FS)
- f. Adjectives
- g. Adverbs
- h. Conjunctions
- i. Sentence starters
- j. More powerful adverbs/adjectives

**Agree** on one thing that can be improved and note book in green pen. i.e:

**NS – Adjectives** (or agreed improvement) and initial

**Return** - Return to child during the lesson and check that they have carried out the agreed improvement.

**Remember to initial all marking and comments.**

**All comments written in books are to follow the school handwriting policy.**

**TA Support - Verbal Feedback NS Marking Literacy****↑ - move on****Procedure**

1. Mark the child/groups work.
2. All answers correct - **NS - ↑ section B (refer to planning)**
3. Some question incorrect – discuss and identify errors – set more questions –  
**NS - try these and don't forget ..... (remind child of what to do)**
4. Most answers incorrect or child stuck. Review lesson and support learning. Move to more suitable questions - **NS use a number line/counters ..... to help you.**

**Remember to initial all marking and comments.**

**All comments written in books are to follow the school handwriting policy.**