



## Policy for Marking and Feedback

### **Purpose**

The purpose of this policy is to set out the approach to marking and feedback that has been developed and agreed by the teaching staff at Queensmead Primary Academy following consultation, discussion and professional development activities. It provides structure, guidance and clear expectations for all staff and plays a central role in the implementation of school assessment, record keeping and for Assessment for Learning.

### **Our Belief**

We believe our Marking and Feedback Policy will contribute to all children being active participants in their learning and to the raising of standards. It will also ensure:

- Continuity and consistency in our approach to the children's work
- Make expectations clearer to pupils, teachers and parents
- Help in the assessment, both formal and informal, of pupil progress
- Provide a model that pupils can use themselves when assessing their own work
- Help parents understand how teachers approach the assessment of their child's work

### **Aims and Values**

*We want our school to be a place where we are safe: to learn, have fun and work hard.*

*A place where we are kind and mindful of everyone and have positive attitudes for our bright futures.*

### **What is effective Marking & Feedback?**

In order to progress and succeed, children need regular, supportive feedback on their learning. Adults will give both oral and written feedback that helps children understand how to take ownership and be involved in their own learning and progress.

Teacher response is crucial to pupils' self-esteem and personal development as well as their progress.



## **General Principles**

- The marking of children's work can have different roles and purposes at different times and can involve both written and oral feedback.
- Whenever appropriate or possible, teachers should provide individual oral feedback to children, especially in Foundation & KS1.
- Feedback should be closely linked to the learning objectives of the activity - how well has the child met the learning objectives or aims of the lesson.
- Teachers should look for strengths before identifying next steps when giving feedback.
- Teachers should look for opportunities to publicly praise children who have produced work that is of a high standard for them.
- Feedback throughout the lesson is important and should be an integral part of securing good teaching and learning through a clear and knowledgeable approach to AfL.

## **Implementation**

### **Oral feedback**

- Is regular and interactive.
- Is both direct (targeted to individuals or groups) and indirect (as others listen in and reflect on what is said).
- Works in three directions: teacher to child, child to teacher and child to child.
- Can be modelled by the teacher so that children can employ it themselves, in discussions and paired peer assessment.
- Is face-to-face and therefore personal and powerful.
- Is immediate: children are often able to respond to it straight away.
- Should be both positive - recognising children's efforts and achievements to date and developmental - offering specific, detailed advice to help children progress.

### **Written Feedback:**

Children's work should be marked promptly, using the agreed marking codes thus providing an on-going record of the child's progress in relation to their learning objective.

It should:



- provide clear evaluation of strengths and weaknesses, prompt further thought and reasoning, and identify the next steps in learning.
- be both positive - recognising children's efforts and achievements to date - and developmental - offering specific, detailed advice to help children progress.
- use pink ink for positive comments and green ink for developmental feedback

Written feedback could be in the form of stamps/stickers to reinforce successes and areas for development.

### **Marking Procedures- general:**

The following agreed procedures for marking children's work will be implemented by all staff:

- ✓ On recorded work, there should be an indication that it has been seen by a teacher or teaching assistant e.g. a tick, sticker, smiley face, initials or written comment.
- ✓ Children's work should be marked as soon as possible after completion, preferably in the presence of the child in KS1 and with SEN children.
- ✓ Professional judgement will be used to assess the depth of marking response needed for each piece of work.
- ✓ All work undertaken in school, will be marked in accordance with the School's marking code.
- ✓ Where possible, opportunities will be made to discuss work with the children. When this takes place the appropriate marking code will be recorded on the child's written work.
- ✓ In core subject areas, work should be marked according to the curriculum focus or learning objective: i.e. in a piece of science work, mark the science, not the English (however, writing targets should be worked on at **every** opportunity)
- ✓ Teachers will make regular and appropriate closing the gap comments in maths and writing, ensuring that opportunities are then provided for pupils to demonstrate their understanding of the next steps in subsequent, independent tasks.
- ✓ The L.O (Learning Objective) should be ticked in pink to indicate achievement.
- ✓ Work will be marked in coloured pen by the teacher as follows:



**(Tickled) Pink**

- for positive comments about achievement , steps to success or target.

**Green (for Growth)**

- for comments aimed to show the child what they should have done to achieve the objective or target and also their 'next steps'.

- ✓ Professional judgement should be used to determine how much is corrected/ marked. If it becomes obvious that a piece of work contains many mistakes, or that these mistakes are common within the group, CAT (Come And Talk) can be written to facilitate a learning dialogue with the pupil.
- ✓ Feed-Forward comments will be individual, specific and explicit. The language should be accessible to the child and the outcome achievable.

✓

Egs:

An extension prompt	<p>These focus on encouraging the child to elaborate more fully by writing more about something in particular: eg</p> <p><b>Say more about..... Give more detail about .... Expand your idea on....Etc</b></p>
A scaffold prompt	<p>These focus on drawing the child's attention to specific areas for development. For example, 'Describe what Nicola would do if she heard unkind words about a friend.' 'Can you give me three alternatives for the word <u>said</u>?'</p> <ul style="list-style-type: none"> <li>• <b>Can you describe how this person is a good friend?</b></li> <li>• <b>Describe something that happened which showed you they were a good friend</b></li> <li>• <b>Describe what happened when.....</b></li> <li>• <b>A directive - He showed me he was a good friend when.....(finish this sentence)</b></li> </ul>
An example prompt	<p>This prompt gives the child a choice of actual words or phrases eg: 'Next time try use the word <u>suddenly</u> in your story'.</p> <ul style="list-style-type: none"> <li>• <b>Choose one of these or one of your own: 'I love marking' the teacher declared or 'I love marking' the teacher bellowed.</b></li> </ul>

- ✓ Actions given to the child to carry out should be re-marked or acknowledged by the teacher on a regular basis.

### **Marking Procedures – specific**

#### Extended Write:- Year 3-6

Longer, extended, formally assessed piece of writing which will take place regularly. These pieces of work should target an individual pupil's next steps to improve their writing, giving them an opportunity to make progress. As such, it will be marked more thoroughly with reference given to targets for improvement.

Children should be aware of their targets for improvement.

#### Marking codes for independent writing:

<p><b>One or two positive comments in pink– eg:</b></p> <ul style="list-style-type: none"> <li>✓ Time order</li> <li>✓ Word choices</li> </ul> <p><b>These positive comments will be referenced in the children's work by a tick or arrows</b></p>	<p><b>One or two points for action (one selected for next independent piece) in green</b></p> <ul style="list-style-type: none"> <li>→ passive voice</li> <li>→ Fewer adjectives</li> </ul> <p><b>Children must understand what these points for action mean. Follow up could be through:</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion</b></li> <li>• <b>An example</b></li> <li>• <b>A task to carry out</b></li> </ul>
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#### Maths Marking:

In maths, it is expected that marking could address one (or more) of the following:

- Some 'corrections' for incorrect answers within a piece of work- this can be to check they have understood the concept after the lesson. Corrections will then be completed prior to the next lesson.
- Feed forward, developmental marking - a useful way of assessing children's deeper understanding of a concept . For example:



Type	Example
<b>Moving on in learning</b>	A child has demonstrated good understanding of unitary fractions You could give them an example of a non-unitary fraction question to assess their ability to apply knowledge. 'Have a go at this one.../Now try this...' with example of method. The child would then attempt this prior to the next lesson.
<b>Developing deeper understanding to encourage fluency and reasoning</b>	A child has demonstrated a good understanding of the concept of equivalency. You then given them an example to deepen their understanding ie. $2/4 = 1/2$ , can you explain/show me how you know this is true. These starters may help.. 'Can you explain why...' Can you tell me if.....' 'how do you know if...' 'explain why..' The child would then address this prior to the next lesson.
<b>Checking understanding</b>	You have written evidence of a child demonstrating good understanding; however, for a variety of reasons, you feel it is unclear whether they have fully understood. You could give them an example question of what you have covered in the lesson for them to answer independently. This should be completed before the next lesson.

The number of times that the children's work should be marked in each unit using the above is not prescribed but it is expected that teachers will use feedback/developmental marking at any point where it is appropriate to do so.



Equality of opportunity at Queensmead Primary Academy is about providing equality and excellence for all in order to promote the highest possible standards of achievement and progress.

The content of our Marking and Feedback Policy is planned to incorporate the principles of equality and to promote positive attitudes to diversity. In our feedback, we take account of each pupil's starting points and our comments are differentiated appropriately.

<b>Review</b>
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Agreed .....Sept 2024  
 Review date.....Sept 2025

**Appendix 1:**

**School Marking Code for KS2**

<b>Code</b>	<b>Meaning</b>
<b>LO</b> (ticked in pink at top of page)	Learning Objective achieved
_____ (underline) or <b>Sp</b>	Incorrect spelling
<b>?</b>	Does not make sense/don't understand
<b>//</b>	begin new paragraph
<b>^</b>	Insert word / word missing
[brackets around text]	Delete enclosed text
<b>C</b>	Mainly in maths – answer to be corrected.
✓	Answer is correct – work has been seen
○	Circle to shows missing punctuation.



<b>V</b>	Verbal feedback from the teacher or TA	Verbal feedback from the teacher or TA
<b>S</b>	Support given	
<b>P</b>	Presentation	
<b>I</b>	Independent work	
→	Next time try/do this	
<b>CAT (or  )</b>	Come And Talk	

*Tickled Pink – Your teacher will make any positive comments using a PINK pen.  
Green for Growth – Your teacher will use GREEN pen to tell what to do better.*

### School Marking Code for KS1

Code	Meaning
<b>LO</b> (ticked in pink at top of page)	Learning Objective achieved
<b>Sp</b> (or green underline)	Incorrect spelling
<b>?</b>	Does not make sense/don't understand
<b>^</b>	Insert word / word missing
<b>c</b>	Mainly in maths - answer to be corrected.
<b>✓</b>	Answer is correct – work has been seen
<b>v</b>	Verbal feedback from the teacher or TA
<b>s</b>	Support given
<b>p</b>	Presentation





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<b>I</b>	Independent work
→	Next time try/do this
<b>CAT (or  )</b>	Come And Talk

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