



Learn to Live
Live to Learn

HUNTINGTON CP SCHOOL

FEEDBACK & MARKING POLICY

2019

Introduction

We believe feedback and marking should be constructive for every child, focusing on success and improvement needs against the success criteria (or WILFs) provided. Feedback is most effective when provided in the presence of the child; it is therefore preferable to mark in the presence of the child as often as possible (at least once a week).

Marking at Huntington Community Primary School will:

- Help children become better learners by giving a clear picture of what they have done well, and what they need to develop
- Give recognition and praise for achievement
- Promote good progress and positive attitudes to learning
- Provide incisive feedback about what the pupils can do to improve their knowledge, understanding and skills
- Allow specific time on a daily basis for children to read, reflect and respond to comments. For younger children (EYFS, Y1) this will need to be done orally, where appropriate
- Relate to the learning objectives (WALTs/WILFs) and not attempt to assess everything
- Help children to understand how their work will be assessed
- Use symbols that are consistent, unambiguous and appropriate to the child's maturity
- Be clear, readable and presented in the school's handwriting style
- Be positive, and seen as such by children, with the clear aim to improve their learning
- Equip children with the skills to peer and self-assess, and encourage them to do so
- Inform future planning and individual target setting
- Enable parents to understand their child's strengths and weaknesses

GENERAL FEEDBACK PRINCIPLES: ENGLISH

All pieces of work recorded in books will be marked; however, not all pieces of work need to be marked in detail. Teachers can use their discretion as to whether or not a piece needs detailed marking or can simply be acknowledged, since the quality of marking is judged on the impact it has on children's learning. Children will always receive oral or written feedback on significant pieces of writing. Oral feedback does not need to be recorded (but should be indicated, using the marking code, as having taken place – see Appendices).

Handwriting should be promoted in year 1 and 2 so that pupils join up consistently by the end of year 2 and some are using pen.

Teachers will:

- Always provide pupils with time to respond to comments. This should take place at the beginning of every lesson.
- Highlight places where the child has **best achieved the learning objective** ('I can...') by writing ✓✓ next to the child's written text. If comments are needed in addition to the ✓✓ they should be added (briefly) in the marking margin at the appropriate point in the text with a **blue pen**.
- Indicate with an arrow in **blue pen** where an improvement needs to be made. This needs to be a specific prompt and not a general comment. The specific prompt could be:
 - **A reminder**
This prompt reminds children what could be improved. For example, *Write more about how you feel about this person*
 - **A scaffold**
A scaffold gives children more support than a reminder to improve their work. A scaffold can be a **question**, a **direction** or an **unfinished sentence**.
 - ✓ **Question:** *Can you describe how this person is "a good friend"?*
 - ✓ **Direction:** *Describe something that happened which showed that they were a good friend.*
 - ✓ **An unfinished sentence:** *He showed me he was a good friend when.....*

Children will:

- Always respond to feedback, and otherwise improve their work, using a **green pen**.
- Write their initials alongside teacher feedback once read, and when peer marking.

Spelling, punctuation and grammar

Complete accuracy in these aspects should not be required in every piece of writing because children cannot effectively focus on too many things at once. If it is noted three times that a child is not correctly using specific punctuation/grammar in their books, the child and teacher will meet to discuss this. Children should not be told to correct all spellings, but rather those which they can reasonably be expected to know (i.e. high frequency words or those which have been the subject of spelling rule learned previously).

Self-marking

Children should self-evaluate wherever possible. Children should identify their own successes and look for improvement points. Plenaries can then focus on this process as a way of analysing learning. At the end of each lesson the child **must** self-evaluate against the WILF/'I can...' statement using the appropriate key (see Appendices).

Shared marking

Teachers should regularly model the marking process, highlighting pertinent teaching points, using a child's work displayed on the interactive white board. Teachers should use their discretion as to whether or not the work should be kept anonymous, or be from another class.

Paired marking

Before the end of a lesson, children could sometimes be asked to mark writing in pairs (from year 3 upwards unless teachers feel some children are ready for this at an earlier age). Children need to be trained to do this through extensive modelling with the whole class and the establishment of ground rules (e.g. constructive feedback, confidentiality, listening well). Children should first point out two things they like (related to the Success criteria/WILF) and then suggest one improvement using a **green pen**.

GENERAL FEEDBACK PRINCIPLES: MATHEMATICS

Where the child has shown a good understanding of the Learning Objective, the teacher will address this during the lesson (identifying which children need “Next Steps” and reshaping the learning accordingly). However, where this is not possible a simple question should be given that moves the child on and could be addressed in marking reflection time. Comments or next steps on a piece of work are not necessary if sufficient challenge or oral feedback is evident in the lesson

Teachers will:

- **Always** identify and address incorrect work. This may be done, by the teacher or teaching assistant, through written identification of corrections required, oral feedback, or repetition/clarification of the learning objective, to address misconceptions.
- Always provide pupils with time to respond to comments. This should take place at the beginning of every lesson, whenever possible.
- Always provide pupils with time to correct any mistakes which have been identified by the teacher as requiring correction (if an error or misconception needs addressing by the teacher or teaching assistant, time must be provided for this to occur).
- Indicate when verbal feedback (VF) has been provided to address a misconception during the lesson.
- Provide a scaffolding prompt or example when a misconception has been addressed after the lesson


Children will:

- Complete any corrections or changes, during marking reflection time, with a **green pen**.

Policy Review

Committee responsible for Review: Curriculum Committee

Regularity of Review: every 3 years

Signed:  Chair of Governors

Signed:  Headteacher

Next review date: February 2022

Appendices

Marking Codes

English (EYFS & KS1)







English (KS2)

Maths (EYFS & KS1)

Maths (KS2)




English (EYFS & KS1)

My Literacy book codes

Self Assessment	
	I find this hard 
	I need a little help 
	I understand it 







Teachers mark in blue pen

Our marking code is:

Symbol	Meaning
*	Achieved learning objective
W†	Working towards learning objective
O	Punctuation error (circle error)
	Incorrect spelling (underline)
VF	Verbal feedback given
I	Independent work
S	Worked with support
G	Worked in a group
P	Worked with a partner
	Correct answer
	Incorrect answer
NS	Next steps








English (KS2)

My English book codes

Self Assessment	
	I find this hard 
	I need a little help 
	I understand it 







Teachers mark in blue pen

Our marking code is:

Symbol	Meaning	
	Punctuation error (circle error)	
	Incorrect spelling (underline)	
VF	Verbal feedback given	
S	Use if necessary Worked with support	
G		Worked in a group
P		Worked with a partner
	Correct answer	
•	Incorrect answer	
NS	Next steps	
/	Full stop	
//	New paragraph	
^	Missed letter or word	
	Use alternative vocabulary <i>(possibly use a thesaurus)</i>	
	Move text to arrowed position	
	Meaning unclear	
*1 (2, 3 etc)	Find comment next to numbered asterisk	
	Incorrect tense	



Maths (EYFS & KS1)

My Maths book codes

Self Assessment	
	I find this hard 
	I need a little help 
	I understand it 







Teachers mark in blue pen

Our marking code is:

Symbol	Meaning
*	Achieved learning objective
W+	Working towards learning objective
VF	Verbal feedback given
I	Independent work
S	Worked with support
G	Worked in a group
P	Worked with a partner
	Correct answer
	Incorrect answer
NS	Next steps


Maths (KS2)

My Maths book codes

Self Assessment	
	I find this hard 
	I need a little help 
	I understand it 

Teachers mark in blue pen

Our marking code is:

Symbol	Meaning
VF	Verbal feedback given Worked with adult support Worked in a group
S	
G	
P	Worked with a partner
	Correct answer
•	Incorrect answer
NS	Next steps