Marking Policy

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Statutory or Best Practice Policy	Best Practice
School or Trust Policy	School

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Aim

At Charlestown Primary, we recognise the importance of feedback as an integral part of the teaching and learning cycle and aim to maximise the effectiveness of its use in practice. We believe marking and feedback should provide constructive feedback to every pupil, focusing on success and improvement needs against learning objectives and/or success criteria; enabling pupils to become reflective learners whilst considering and working towards their next steps.

This supports the spiritual, moral, cultural and social development of pupils by extending their imagination and creativity and developing a willingness to reflect on their experiences. Through working in collaboration with other pupils to reflect on their learning, they foster an understanding and appreciation of the viewpoints of others allowing them to participate fully in and contribute positively to life in modern Britain.

We are also mindful of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning. Therefore, our policy is underpinned by the evidence of best practice from the Education Endowment Foundation.

The Education Endowment Foundation research shows that effective feedback should:

➢ Redirect or refocus either the teacher's or the learner's actions to achieve a goal
➢ Be specific, accurate and clear
➢ Encourage and support further effort
➢ Be given sparingly so that it is meaningful
➢ Put the onus on students to correct their own mistakes, rather than providing correct answers for them
➢ Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, we have investigated alternatives to written comments which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: **meaningful, manageable and motivating**.

Principles

Marking and feedback (either verbal or written) should:

- identify and celebrate achievements and praised in line with behaviour policy, for example the objective or lesson question being met/answered fully. This praise will be given verbally, through the use of praise tokens and/or objectives being marked with two ticks.

- give pupils opportunities to become aware of and reflect on their learning needs (metacognitive learning) by giving clear strategies of improvement e.g. next steps shared verbally or through distance marking / annotations in green pen

- be seen by pupils as positive in improving their learning – mistakes are where some of the best learning happens!

- respond to all individual learning needs

- encourage and teach pupils to self-mark, edit and reflect

- allow specific time for pupils to read, reflect and respond to marking

- inform future planning, including strategies for improvement, for whole class inputs, focus groups and / or interventions

- be accessible to pupils

- be consistent throughout the school

- be manageable for teachers

- involve all adults working with pupils in the classroom

- be written in green and pen by adults supporting learning

- be written in purple pen by pupils who are editing or self-marking ('purple polishing pen')

- celebrate stand-out moments using a yellow highlighter

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching.

Feedback occurs at one of four common stages in the learning process:

1. **Immediate feedback**: at the point of teaching
2. **Summary feedback**: at the end of a lesson/task
3. **Feedforward**: further teaching which enables the children to identify and improve areas for development identified by the teacher upon review of work.
4. **Summative feedback:** tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

 Strategies
Verbal Feedback and/or Live Marking
Verbal feedback is always a preferred method of 'live marking' within the lesson. This ensures feedback and marking remain purposeful and, in the moment, allowing pupils to make immediate improvements or corrections to their learning.

Comments made by teachers and support staff to pupils either verbally, or through written annotation, should focus firstly on learning objectives and/or success criteria, then secondly, about general progress and next steps for the pupil or group they are working with.

Summative Marking
Summative marking (for example ticks and/or dots for individual questions) may be used when marking closed tasks or exercises e.g. times tables or spellings. Pupils will usually self-mark these activities for example as a class or in groups.

Summative Marking is also used by the class teacher in Maths, where every question is marked, not an overall indication of the objective or lesson question being met. However, wherever possible learning is marked as a whole piece rather than question by question. An overall picture of whether the child has achieved the lesson objective or answered the lesson question can be acknowledged by the use of ticks/dots next the WALT/Lesson Question (see appendix A).

Marking and Feedback for Focus Groups (Working With Teacher and / or Support Staff)
During the independent section of the lesson (You Do) the teacher (and/or support staff) may work with a focus group of pupils – verbal feedback will be important for this group, and this will be indicated using the codes described in Appendix A. The books of these children won't necessarily be marked at a distance by the teacher again, as live marking has taken place by an adult within, and throughout, the lesson.

Marking and Feedback for Independent Learners
When children have worked independently of an adult, this will be indicated on the learning objective slip. There may also be adult annotations in green/red through the task that support or challenge pupils' learning and address misconceptions. These could include visual cues such as printed success criteria or handwritten codes to indicate where pupils may need to make changes or improve their learning in purple polishing pen (see appendix A).

These might be made within the lesson as part of 'live marking' and when verbal feedback is given, this will be indicated with a 'T' or TA' next to the part of the learning that was supported. In addition, when marking takes place after the lesson, the same visual cues will be used to indicate where pupils may need to make changes or improve their learning in purple polishing pen (see appendix A).

Self-Correction / Marking
Where corrections or improvements need to be made, the teacher plans in time for the pupils to respond and do so. This can be timetabled on a regular basis, outside the lesson, within the lesson or planned in as an edit and improve lesson. Pupils can then go back and make changes to their work using a purple-coloured pen so that any changes can be clearly seen.

Feedback and Feedforward
Each morning, children will be given four challenges based on prior learning and next steps. This is an opportunity to revisit and secure prior learning.
Throughout the day, opportunities are given to children to respond to marking and feedback in their books, prior to the next sequence in learning.

Secretarial features
Spelling, punctuation, grammar, handwriting and number reversals etc, may be the success criteria for some learning but may not be asked for in every piece because pupils cannot effectively focus on too many things at a time. The emphasis will change in relation to gaps identified in the curriculum targets, learning objectives / lesson questions and success criteria. However, there is an expectation that age-appropriate spelling, punctuation and grammar is corrected across the curriculum. For example, pupils may be asked to check spellings related to the spelling patterns they have been taught when writing in History lesson using sound / word mats to support. They will also have the spelling written out for them to copy three times underneath the relevant piece of learning. Pupils will be asked to read their work through to check for errors and ensure it makes sense. There will be time given for this at the end of each lesson.

How often should marking and feedback happen?

Every lesson and before the next lesson in the teaching sequence for that subject. Pupil's book should be marked either 'live', within the lesson or prior the lesson, before the next learning session takes place. Support is indicated on the learning objective slip.
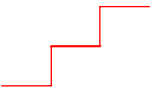
Each adult in the room should work with each child over the course of a teaching sequence. For example, over a week's sequence of Maths lessons, for each pupil, there will be approximately two days / week where the child has worked with a member of support staff, with their class teacher and independently. This is circled on the learning objective slip.

All pupils are entitled to have opportunities to work with their class teacher as well as independently throughout the week. There shouldn't be any child feeling as though they are 'Mrs Rashleigh's Maths Group' – groups are flexible and responsive to the live, or distance, marking and feedback given in each lesson.

Charlestown Primary School

What is in my book to
help me improve?

Key Stage One and Key Stage Two

✓✓ ✓ •	Objective/ question is fully met or answered.
	Objective/ question is partially met or answered.
	Objective is not met or answered.
/	Missing finger spaces
hw	Handwriting
	Copy this letter/ word 3 times
sp mistaek	Incorrect spelling
	Please self-correct
~~	Doesn't make sense!
	Please re-write correctly
CL	Capital letter error
	Please correct
P	Punctuation error
	Please correct
//	New paragraph needed
⌐	Your next step is......
▭ (yellow)	Impressive parts of your learning, linked to the objective or question, may be highlighted in yellow
VF VF	An adult has spoken to you about this work (Verbal Feedback)
☆	I have met an IEP target.
Either Adult or Pupil must indicate how much support has been given and the level of success against the learning objective.	

What is in my book to help me improve?
EYFS

S R I	Supported / Reminder / Independent
/	Missing finger spaces
S s	Letter formation (demonstrate letter)
mistaek	Incorrect spelling Self-correct OR copy correctly
∼∼∼∼∼	Doesn't make sense! Please re-write correctly
A B C D	Capital letter error Please correct
●	Full stop
▭	Impressive parts of your learning, linked to the objective or question, may be highlighted in yellow
☆	I have met an IEP target.