

Marking and Feedback Policy



2023

Review: Autumn term 2024

Lead: F Mawson

Marking and Feedback Policy 2023

Introduction and Aims

Assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment and progress. It also enables a dialogue of feedback between the teacher and the learner to ensure that meaningful and rapid progress is being made. The aim of the policy is to give a clear outline of all assessment, marking and feedback techniques adopted at The Grange Primary School which is underpinned by the belief that every child can improve and make progress.

Through our assessment and reporting practice, we aim to:

- Support pupil attainment and progress
- Promote high standards and expectations of all pupils
- Deepen pupils' learning experience
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Clearly communicate pupil's achievement, progress and areas for development to parents
- Prepare pupils to take ownership of their learning, and their next steps.

Forms of assessment

There are three broad overarching forms of assessment, each with its own purposes.

Formative assessment: - Assessment for Learning (AfL) takes place during day-to-day classroom practice and while pupils are engaged in learning. This form of assessment is immediate and it gives pupils an active role in the assessment process. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Some of the strategies for formative assessment are:

- Teacher questioning;
- Flash marking of pupils' work (using green and yellow highlighters);
- Observational assessment;
- Class discussions;
- Pupils' responses to the teacher's marking/feedback and
- Self and peer assessment of work.

Summative assessment: Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning and is relative to the learning aims and the relevant national standards. This includes:

- End of term/unit assessments
- Reviews for pupils with SEN and disabilities

Nationally standardised summative assessment: Nationally standardised assessments will be used to provide information on how our children are performing in comparison to children nationally. These include:

- Phonics screening test (Y1)
- National Curriculum tests at the end of Key Stage2 (Year 6 SATs)
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum teacher assessments at the end of Key Stage2 (Year 6 SATs)
- Multiplication Tables Check (MTC in Y4)

Assessment and Feedback in the Foundation Stage

We recognise that parents and carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Talking to parents/carers about their child before their child starts in our school.
- Offering both parents/carers and children the opportunity to spend time in the Foundation Stage before starting school.
- Operating an open door policy for parents/carers with any queries.
- Sharing regularly the children's 'Learning Journey' (Tapestry) with parents and valuing the on-going contributions to this from parents/carers.
- Offering parent/carer/teacher consultation evenings throughout the year.
- Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage.
- Developing a range of activities throughout the year that encourage collaboration between child, school and parents/carers.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. This enables accurate and quality assessment opportunities. Assessment in EYFS is principally carried out through observation and discussions with pupils. These observations are recorded and assessments made in accordance with the Early Learning Goals on each child's learning journey on Tapestry (online learning tracking tool).

Learning journeys, achievements and next steps are shared with parents and carers through Tapestry. Each parent/carer has access to their child's learning journey and can add their own observations from home to support teachers in tracking progress and next steps. Fortnightly sessions (family fun) are available to parents/carers to provide them with the opportunity to engage in their child's learning and seek support to enable them to help their child. Termly meetings are offered to parents/carers to discuss progress and targets and ensure that parents/carers are aware of where their child is achieving within the Early Learning Goals.

All staff encourage children to reflect on their own next steps through daily reflection to ensure progress and through self-assessment set their own targets for development. Children in the Foundation Stage are challenged through weekly rainbow challenges. These are set in line with the Early Learning Goals and are determined based upon ongoing assessments by the adults. Children have the opportunity throughout the week to achieve a target and place a coloured bead on their rainbow, thus enabling children to identify their own achievements and areas for development.

Key Principles of Marking and Feedback KS1 and KS2

Marking: The activity of checking, correcting, and giving a mark to students' written work.

Feedback: Information allowing a learner to reduce the gap between what is evident currently and what could or should be the case.

At the Grange Primary School, we believe that marking and feedback should:

- Further children's learning.
- Promote independence in enabling children to take responsibility for improving their own work.
- Be immediate and timely within the lesson, or at the start of the next appropriate lesson.
- Help teachers evaluate teaching and inform future planning and next steps in learning; the next lesson should be the 'next step'.
- Be embedded within the wider assessment process; formative feedback and marking should support summative assessment each term.
- Enable an appropriate level of challenge for pupils in lessons, enabling them to make progress.
- Be manageable for the teaching team

Learning Challenges

Each piece of work must begin with a TLC (Today's Learning Challenge) specific to the subject being taught. For example:

TLC: Can I use simple compass directions?

When marking, the teacher will indicate whether or not the child has achieved the learning challenge using the following codes:

ca.	Challenge not achieved
ca/	Challenge partially achieved
ca//	Challenge fully achieved

Marking

To ensure immediate and timely feedback, we have adopted an 'In the Moment' feedback approach and flashmarking. Throughout independent learning stages of a lesson, the class teacher will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in ability groupings within lessons so that the needs of all children are met.

Marking will take place at this time, showing the children the successes they have achieved and giving extra direction to support or deepen learners' understanding. Following the lesson, the teacher will ensure that all work is marked. Pupils will respond to marking using an orange pen.

Marking procedures differ across subjects and key stages:

KS1 English and Foundation subjects	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> an element of the WILF from the lesson. subject specific vocabulary has been used correctly.
Yellow flashmarking	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson. To identify where a piece of punctuation is missing. Teacher to highlight yellow where the punctuation should be.
Wavy line under the incorrect word	Spelling mistake. The word to be identified for the child by underlining it with a wavy line in purple pen. The teacher is to model how to spell the word correctly at the end of the piece of work and the child is to write the word three times at the end of the piece of work. Spelling mistakes are to be identified through HFW, common exception words and phonics that the child should know. A maximum of 5 spellings to be identified per piece of work.
^	This may mean a word or words are missing. Write the ^ where the omission or error is.
?	This sentence/ paragraph does not make sense. The question mark is to be written in the margin.
KS2 English and Foundation Subjects	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of:

	<ul style="list-style-type: none"> an element of the WILF from the lesson. subject specific vocabulary has been used correctly.
Yellow flashmarking	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson. To identify where a piece of punctuation is missing. Teacher to highlight yellow where the punctuation should be.
Y3/4 English and Foundation Subjects	
Wavy line under the incorrect word	Spelling mistake. The teacher is to model how to spell the word correctly at the end of the piece of work and the child is to write the word three times at the end of the piece of work. Spelling mistakes are to be identified through HFW, common exception words, statutory spelling lists and phonics that the child should know. A maximum of 5 spellings to be identified per piece of work.
?	This sentence/ paragraph does not make sense. The question mark is to be written in the margin.
^	This may mean a word or words are missing. Write the ^ where the omission or error is.
V and word to be improved to be underlined with yellow highlighter.	'V' to be written in the margin. This indicates to the child that there is a piece of vocabulary that can be improved. Children to read and improve the vocabulary using a thesaurus. A maximum of 3 to be identified.
NP	NP to be written in the margin. Children to identify where the new paragraph should have started using //
NL	NL to be written in the margin. Children to identify where the new line should have started using /
Y5/6 English and Foundation Subjects	
Wavy line under the incorrect word	This identifies spelling errors for the child. Child needs to use a dictionary to check the correct spelling and write it out three times at the end of their work (with a maximum of 5).
?	This sentence/ paragraph does not make sense. The question mark is to be written in the margin.
^	This may mean a word or words are missing. Write the ^ where the omission or error is.

V x5	Written at the end of the piece of work, this identifies opportunities for the child to improve vocabulary choices throughout the piece independently. The number indicates the minimum number of errors they need to find (with a maximum of 5).
NP x5	NP identifies the number of places where a new paragraph should begin. Children identify this for themselves and use // to identify.
NL x5	NL identifies the number of places where a new line should begin. Children identify this for themselves and use / to identify

Handwriting - Teacher Assessed	
Star stamp	Two words/ rows of correct handwriting should be starred.
Model	The teacher should model the correct formation at the end of the work for children to respond to.
Handwriting - Peer Assessed	
Star with crayon	Children to draw two stars to identify two words/ rows of correct handwriting.
Underline in crayon	Children to underline with a ruler a word that they think can be improved. Children to respond by writing the word out at the end.

Reading	
We discussed this together stamp	Where texts and answers are discussed and self/ peer assessed as a class, the teacher should review assessment and use the stamps.
Checked by teacher stamp	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> an element of the WILF from the lesson. subject specific vocabulary has been used correctly.
Yellow flashmarking	Used to identify where an answer is incorrect

	or the incorrect use/inclusion of an element of the WILF from the lesson.
--	---

KS1 Maths	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> an element of the WILF from the lesson. subject specific vocabulary has been used correctly.
Yellow flashmarking	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson.
KS2 Maths	
Green flashmarking	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> an element of the WILF from the lesson. subject specific vocabulary has been used correctly.
Yellow flashmarking	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson.
Comma ,	Include in larger numbers, not in a square on its own.
Decimal point .	The decimal point should be on the line and not in a square on its own.
Colon :	The colon for digital time and ratio should not be in a square on its own and it should not sit on the line.

Feedback

The teacher will use a range of strategies within their lesson to provide ongoing feedback to pupils e.g. Talk partners, no hands up, lollipop sticks, diagnostic questioning and CBA questioning to ensure that all pupils are involved in the feedback process.

Books will not contain any lengthy written feedback from the teacher. Instead, when reviewing and marking books at the end of a lesson, the teacher will complete a class feedback record sheet. This will identify:

- any pupils whose work should be shared with the class and/ or praised;
- any concerns over presentation;
- unfinished work;
- a list of the children who require same day intervention or pre teaching (A)
- a list of children who need to respond to feedback with buddy support available if required (B). This can be in response to marking, or to support with the challenge;
- a list of children who should access the challenge (C) - a deeper thinking question/ task or further consolidation questions for example;
- a summary of the next steps for the next lesson.

At the start of the next lesson, the children **must** be given the opportunity to respond to flashmarking and be given feedback from the teacher using the ABC system. This is an opportunity for adult intervention to take place if it has not already, which can be in the form of same day intervention or pre teaching if required.

Using a visualiser is a useful tool to address misconceptions and model techniques such as editing and improving work. Modelling may occur at any stage of the lesson to address deep rooted misconceptions, clear up confusion or provide further scaffolding. This is particularly important when revisiting writing and referring to the WILF. The teacher can identify where certain elements of the WILF still need to be included.

There must be a challenge for children to complete (C) for those who achieved the TLC (when it is appropriate for the context of the lesson) and for those who have minimal yellow corrections/ edits to make. If the teacher wishes, they may stick a challenge into the pupil's books or display it on the board.

Therefore, each piece of work in English, Maths and Foundation subjects must be stamped with 'Respond to Feedback ABC'.

A	Adult. This should be used where a child needs to access Same Day Intervention or Pre Teaching. Books are to be stamped in the subsequent lesson with pre teach or same day intervention.
B	Buddy. Children to respond to feedback using a buddy for support if required.
C	Challenge. This should be used where the children have confidently achieved the learning objective and a deeper thinking/ broadening challenge can be posed for them, or further consolidation questions can be used. This can be displayed on the board or

	glued into books.
--	-------------------

Where a TLC is not achieved, it is expected that there will be evidence of Same Day Intervention (SDI). This will be evidenced using a stamp and there will be evidence of some form of editing and improving or additional work supported by an adult. In some cases, the adult may choose to carry out pre teaching during this time.

In addition, Effort Points, stamps and stickers should be awarded at the teachers discretion to indicate where a child has worked very hard indeed and has shown great progress within a lesson.

Self and peer assessment

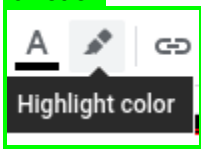
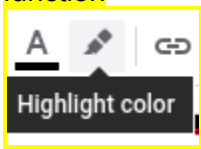
Children have access to a range of self assessment resources in the classroom to identify how challenging they are finding the work and to seek further support, e.g. coloured cups, fans and help cards. Children are also encouraged to self and peer assess their work to deepen their understanding of the WILF and identify their confidence. This supports the teacher in identifying those pupils who require further support or intervention.

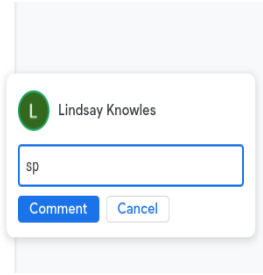
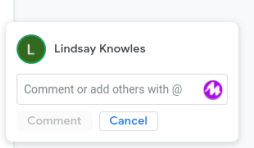
Self and peer assessment should be used in balance with teacher marking and feedback. Two or more consecutive lessons should not be peer/self assessed without teacher marking/feedback taking place.

Tick with a crayon	correct
Dot with a crayon	Incorrect. Children to correct their mistakes in orange pen.
** and a wish	Children to identify 2* in their work using a crayon and write a wish for how they can improve their work referring to the WILF. Children should then use an orange pen to address the wish.
WILF	To be written in pencil and any ticking/ marking/ highlighting should be completed in crayon.
Effort 1,2,3	1 – Most effort 2 – Could have made more effort but tried hard 3 – Minimal effort made Y2 visual KS2 written in books
Coloured square (red, yellow, green)	Self-assessment of confidence/ difficulty.

	Y1 – visual thumbs up or smiley faces Y2 onwards – coloured square in books
WINK (What I now know)	What I now know KS1 verbal Y3 and 4 WINK wall Y5 and 6 written in books
.....	Unsure of spelling. Use a buddy or bits and bobs to check.
Orange pens	Response to feedback
Pink pens	Pink pens Y2-Y6
SA	Self-assessment – written in pencil
PA initials	Peer assessment – written in pencil with the initials of the child who assessed the work.

Online Learning Marking and Feedback

Online Learning Marking KS1 /2 English, Maths and Foundation subjects	
ca.	Challenge not achieved
ca/	Challenge partially achieved
ca//	Challenge fully achieved
Green flashmarking using highlight function 	Used to identify where an answer is correct or the correct use/inclusion of: <ul style="list-style-type: none"> an element of the WILF from the lesson. subject specific vocabulary has been used correctly.
Yellow flashmarking using highlight function 	Used to identify where an answer is incorrect or the incorrect use/inclusion of an element of the WILF from the lesson.
Sp written in	Spelling mistake.

<p>comments</p>	<p>‘Sp’ is to be written in the comments section.</p> <div data-bbox="544 294 690 315"> <p>Introduction and Aims</p> </div> <p>Assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment and progress. It also enables a dialogue between the teacher and the learner to ensure that meaningful and rapid progress is being made. The aim of the policy is to give a clear outline of all assessment techniques adopted at The Grange Primary School which is underpinned by the belief that every child can improve and make progress.</p> <div data-bbox="1161 241 1421 514">  </div> <p>In KS2, child is to correct their spellings after feedback is given. In KS1 opportunities to practice incorrect spellings given during SDI. Spelling mistakes are to be identified through HFW, common exception words and phonics that the child should know. A maximum of 5 spellings to be identified per piece of work.</p>
<p>?</p>	<p>‘?’ to be written in the comments section to indicate a sentence does not make sense. This may mean a word or words are missing. Type the ^ where the omission or error is.</p>
<p>^</p>	<p>Type the ^ where the omission or error is.</p>
<p>P</p>	<p>Capital letter or punctuation missing. ‘P’ is to be written in the comments section to indicate that there is a capital letter or piece of punctuation missing. The teacher is to highlight in yellow where the omission is.</p>
<p>Verbal feedback</p> <div data-bbox="227 1144 479 1291">  </div>	<p>This can be given using a voice note add on/extension such as ‘Mote’ this can be changed into a different language to support EAL and new to English pupils.</p>