

Strawberry Fields Primary School



Feedback and Marking Policy

Updated September 2023

Aims of this policy:

- 1) To use feedback and marking effectively to accelerate the learning and progress of all children
- 2) To use feedback and marking to feed into formative assessment, to allow teachers to plan next steps for individuals, groups, classes and whole cohorts
- 3) To give children ownership of their learning
- 4) To ensure feedback and marking are purposeful but proportionate, supporting learning but not having an undue impact on workload

Rationale and principles

Children should receive feedback on all work they produce. Effective *feedback* is shown by research to be one of the most effective ways of improving children's work. Not all work will be marked in detail, but all work will be checked to ensure standards of presentation, productivity and basic skills (spelling, grammar, handwriting, punctuation, number formation) are appropriate. This shows children that work is valued and incentivises them to consistently produce their best.

It is fundamental that teachers are aware of a child's progress and output in a lesson, even when their work is not formally 'marked'. This may come from discussion, from observations whilst children work, or from reviewing work afterwards. Children should be aware of and able to explain the feedback they have received and how it helped them.

Prior to handing in their work, where possible, children should have the opportunity to edit and self-correct it. Children are expected to hand in high quality work in the first instance. It should not be the teacher's job to correct errors which are beneath the individual child's level of understanding and ability.

Any marking that requires a response should be completed promptly, ideally the same day, so that the child can respond as soon as possible. If a response to marking is required from the child, they should be given specific, directed time to make these responses. It is important that children take responsibility for making these changes when required. **Where children respond to marking or self-edit, this should take place using a 'purple polishing pen'.**

Marking undertaken by adults should be completed using a green pen. All marking should be done neatly and with a high standard of grammar and spelling.

Accountability

To satisfy our marking policy, teachers should:

- Use feedback and marking effectively to allow children to make good progress in their learning
- Be able to account for how they know about the progress each individual has made in each lesson and how their learning has been/will be developed, even when work is not marked in depth
- Ensure every piece of written work is checked for an appropriate standard of presentation and of basic skills (spelling, grammar, handwriting, punctuation, number formation). An 'appropriate standard' is determined by the teacher, based on relevant year group expectations and the teacher's knowledge of the child's ability and support needs.

Marking symbol/annotations

Symbol	Meaning	Comments
A	Adult supported	The initials of the adult who worked with the child might also be added
I	Independent work	This symbol should be used to indicate independent work in cases where it might not be clear – e.g: <ul style="list-style-type: none"> - an exceptional piece of KS1 work - a piece of work of a much higher standard than usual - a piece of work produced by a child who often works with an adult. This symbol is not necessary for a piece of work that should reasonably be expected to be independent as a matter of course (e.g. for a KS2 child working at the expected standard)
Group work	Shared learning	Indicates that children worked together in a group. If the group also worked with an adult, the ‘A’ symbol could also be added.
P	Peer marked	The work was discussed with another child/group of children in the class. Teachers could chose to ask children to write ‘ <i>Discussed with _____</i> ’ instead.
V (Full stops)	Verbal feedback given (<i>in this case, relating to the use of full stops</i>)	Sometimes teachers may annotate a piece of work to indicate verbal feedback. Best practice is to make a quick note of what the feedback referred to (e.g. full stops).
JAM	The child has been referred to the ‘jam box’	Teachers use the jam box to address key misconceptions and/or recurrent basic errors. When issues are identified, children work 1:1 or in a small group on a specific misconception or recurring error.
TB (teacher initials)	Teacher acknowledged	This indicates that a teacher has seen the work but has not necessarily marked it in detail. On such a piece of work, there may still be evidence of verbal feedback given during the lesson.
1HP/1D	1 House Point/Dojo	
CU	‘Catch up’	The child was asked to finish this work in their own time because the child did not work to their full capacity and/or fell short of the standards expected by their teacher.
v	You’ve impressed me with this!	To be added in the margin of a piece of work next to the relevant section or above a sentence or specific vocabulary choice. Ticks should <u>not</u> be added at the end of a piece of work without any further explanation as to which aspect of the work was impressive.
Sp.	Check spelling	
●	Find and correct the error	
○	Correct the specific error (circled)	
v (Tick)	Correct answer	Used most commonly in maths, but may also appear in guided reading and other books.
X	Incorrect answer	
Where work is marked and discussed as a group or whole class, children or teachers can annotate work with: ‘ Marked/discussed as a class/group ’		

Marking and feedback techniques

This list is a list of suggestions and is by no means exhaustive. Teachers can choose if/when to use these techniques, and can also use other methods of feedback and marking they deem appropriate.

- 1) **Feedback keys** – If during a lesson/whilst looking at books, the teacher notices a number of common errors, they produce a menu of improvement points, then simply note the number at the bottom of the page. The improvement tasks are then displayed on the IWB at the end of the lesson/start of the next session and a code/number given in the child's book. For example a '1' written at the end of a piece of work might mean: *'Reread your work and make more sophisticated vocabulary choices'*.
- 2) **Dot round** – Whilst the children are working, the teacher (or another adult) simply puts a dot in the margin next to an error/area for improvement. It is for the child to work out what the dot refers to and to make the necessary improvement. This method requires good understanding and mastery of concepts, as the child needs to be able to evaluate and understand both their own work and the task in order to recognise what the likely error is.
- 3) **Drafting and redrafting** – Give children additional lessons to rewrite work from the beginning, making specific, considered improvements. These improvements could be teacher/peer/self-directed. The key measure is that the work, after the second draft (or third/fourth) is clearly better, and for specific reasons, than the original. This is a particularly nice idea for work that is going to be displayed, especially if there is space to display the initial draft next the finished piece.
- 4) **Gallery** – at the end of the lesson, each child lays out his/her work to be seen and evaluated by the rest of the class. This would work best if Success Criteria had been explained and/or displayed at the beginning of the lesson. Children discuss successes and points for improvement clearly with one another. This works really well for lessons like art and DT.
- 5) **Class marking** – useful in particular for maths and reading comprehension. This allows for detailed, immediate discussion. Particularly in more interpretative reading comprehension questions or reasoning or problem solving in Maths, it facilitates debate and allows children to consider their answers and approaches in detail, and for the teacher to correct misconceptions and model strategies and problem solving processes. Encourage children to write: *'Marked/discussed as a class'* on their work.
- 6) **Teacher/adult led feedback** –to revisit success criteria or the learning objective, or to highlight a common error or misconception the teacher has observed at the end of a lesson or in 'mini-plenaries' part way through. Children could write this on their own work: 'e.g. *'discussed correct use of the < > symbols as a class and corrected errors'*. This could be whole class or group based.

The key thing with the majority of these techniques is that they put the onus on children to identify areas for improvement in their own work, with the aim that in long-term, it becomes second nature for the children to question, correct, consider and improve their work without being explicitly directed to do so.

Clearly, in the case of significant misunderstanding, there is a need for the teacher to intervene or reteach a concept! If a child has simply misunderstood a concept, there is no point asking them to refine or improve their thinking until the misconception has been corrected.

Strawberry Fields Primary School marking codes

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1HP/1D	1 House Point/Dojo
CU	'Catch up'
√	You've impressed me with this!
Sp.	Check spelling
•	Find and correct the error
○	Correct the specific error
√	Correct answer
X	Incorrect answer
<ul style="list-style-type: none"> • Where work is marked and discussed as a group or whole class, children or teachers can annotate work with: 'Marked/discussed as a class/group'. • Teachers will mark your work using a green pen. • If you are making any corrections, improvements or edits, remember to use a Purple Polishing Pen. 	