Rush Green Primary School

Marking and Feedback Policy

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**VISION**

To achieve excellent teaching and learning practice, we feel that it is essential for work to be marked in such a way that it contributes to progress and learning at Rush Green Primary School. Marking should clearly inform children of their next steps in learning. We believe that a consistent, clearly outlined and specific marking policy will motivate, standardise and reassure both students and members of staff. In line with our Teaching and Learning policy, work that has been marked effectively will contribute to developing children’s understanding of their learning, enhance self- confidence and offer opportunities for peer and self-assessment. A valuable marking policy strives to make feedback manageable for the teaching team, both class teachers and support staff, and accessible for all pupils.

In order for marking to become a valuable assessment tool, it must strive to create an open dialogue between students and members of the teaching team. This means that feedback to pupils through marking must be completed regularly and within a specified amount of time. In so doing, pupils will be allowed the opportunity to make progress, boost their self- esteem and become more independent in their learning. In addition, marking should be a way for pupils to evaluate their own learning through self- assessment and the learning of others, through peer assessments. This will contribute to pupils setting their own learning goals and enjoying success through their individual progress.

As a result of this policy, there will be a greater consistency in the way that pupils’ work is assessed across the key stages. This is fundamental to our success at Rush Green Primary School.

**PURPOSE**

The purposes of marking for assessment are:

* To offer pupils their next steps in learning
* To encourage a dialogue between children and adults
* To celebrate progress and achievement
* To uphold high standards of learning and expectations for presentation
* To inform future planning
* To support and assist in identifying individual, pupil successes and areas for improvement
* To encourage pupils to continuously endeavour to make progress

**WHAT MAKES GOOD MARKING PRACTICE?**

At Rush Green Primary School, we believe that good marking practice should:

* Be based upon a consistent and clear system that is carried out throughout the school. (every day for mathematics and English)
* Be completed on a regular basis
* Be positive to develops pupils’ self- esteem
* Have clear, legible and accessible comments
* Be linked to learning objectives and success criteria that are clearly understood by both staff and pupils at the start of each lesson
* Foster a relationship of communication between adult and children, where pupils are provided with time to respond to feedback, and improve their work
* Be completed by all members of the teaching team, including teaching and support staff, who have contributed to a particular area of learning
* Notify pupils of their strengths and areas requiring improvement, offering suggestions, challenges and strategies for pupils to improve their learning
* Ensure that misspellings and grammatical errors are corrected

**MARKING & EVALUATION**

**MONITORING**

Marking will be monitored through:

* Year Group Meetings
* Half termly scrutiny by subject leaders and or SLT
* During lesson observations
* During learning walks by all staff

These are some examples. Other forms of monitoring may take place.

**CRITERIA**

Criteria against which marking will be evaluated is outlined in the monitoring form attached to the end of this policy

Feedback

* Recorded on Lesson Observation forms
* Personal feedback and targets given to teachers
* Whole school/year group/class/group/individual overview and work scrutiny given to teachers
* Provided as part of lesson observation feedback
* Commented upon to Governors as part of Subject Leaders Reports

**FREQUENCY AND EXPECTATIONS FOR MARKING**

Daily marking is required on all student class work. Homework returned to the teacher by pupils will be marked using non-detail.

English and Mathematics

* Daily marking is required for mathematics and English
* Other work should be marked as soon as possible after its completion but always so that pupils have marked work for the next lesson
* An average of two pieces of detailed marking should be completed for mathematics and for English every week. These should be based on the pupils’ needs, based on the need or opportunity to provide additional challenge to indicate how the pupil can continue to make progress, or to address misconceptions arising.
* In English lessons, pink highlighters should be used to show where work is successful in meeting the learning objective or targets. Green highlighter pens should be used to note where work could be improved. When editing spelling, punctuation and grammar, please refer to Appendix 2.
* In Mathematics, a **🗸** will be used to indicate a correct answer, whereas a **•** will be used to identify an incorrect answer. If the teacher wishes to direct the child to a mistake which should be corrected, yellow highlighters are to be used.
* If the child has made errors it would be appropriate to include a scaffolded prompt to give the child another opportunity to demonstrate they have understood the learning objective. Examples of scaffolded prompts are included in the appendices.
* Pupils are expected to reflect upon marking during their daily independent reflection time/morning work, or where time at the beginning of lessons has been planned. Pupils should also correct any errors which they have been signposted to.
* Following lessons where non-detailed marking is to be given, children’s work should be acknowledged using either a **🗸** or a brief comment relating to their effort or how successful they have been in achieving the learning objective or success criteria.
* Teaching Assistants who have worked closely with a group of children are required, each session, to complete non- detailed marking and indicate how much support was given.

Science

* Work completed in foundation subjects should be marked as soon as possible after its completion but always so that pupils have marked work for the next lesson.
* Incorrect spellings of *scientific vocabulary* should be marked with **SP** and responded to as per guidance in Appendix 2
* Pupils should be set two next steps per topic / unit of work. These should address any scientific misconceptions or provide opportunities to further extend the pupils’ understanding.

Foundation Subjects

* Work completed in foundation subjects should be marked as soon as possible after its completion but always so that pupils have marked work for the next lesson.
* Children’s work should be acknowledged using either a **🗸** or a brief comment relating to their effort or how successful they have been in achieving the learning objective or success criteria.
* There is no expectation to use pink / green highlighters, nor to set next steps in these subjects.

**MARKING CODE**

A copy of our marking code will be pasted into the front cover of each child’s work book. A copy of the marking codes for English and mathematics is at the back of this policy.

**RESPONDING TO MARKING**

* There will be daily slots for pupils to respond to marking. This may be an early morning activity when the children first come in, a designated session and/or at the start of the lesson.
* The pupil response should also be acknowledged
* The teacher comment to be responded to should be in red.
* Teaching Assistants’ should mark using green pen.
* Books should evidence that children are responding to ‘next learning steps’ comments from their class teacher.

**MARKING IN RECEPTION**

Reception children should participate in at least one guided writing session per week. This may take the form of a piece of work in their Literacy book or another teacher directed activity, for example, an information booklet or an invitation. Marking is instant and in the form of verbal feedback with a two-way dialogue system using ‘tickled pink’ and ‘grumbly green’. Teacher marking is to be done in red pen and in green pen by the TA.

Spelling errors

Underline, then write the correct spelling for any simple CVC words. Underline the tricky part of high frequency words for the child to correct.

Re-writing a child’s sentence

If a sentence is completely illegible then scribe what the child says underneath in red pen.

Codes

GW – Guided Writing

TA – Teaching Assistant

S – Supply

I – Totally Independent

**The RGPS 5-Point Learning Check = +6months/+4 months (especially where individual instruction is given as a result)**

1. Ensuring children understand what they are learning.

The 5-point check is:

* Check understanding at the end of the teaching point (all about AfL). Follow up on misconceptions, nurture and direct learning. Do all children understand what and how to do something and are they able to access the task?
* Stop the lesson part way through the main activity (approx. 10 minutes in) and check learning against the success criteria. Are all children learning? Do some children require further support/challenge?
* On the hoof marking is carried out by adults in the classroom and misconceptions addressed as they happen through verbal feedback and one to one/small group support.
* During the plenary, assess learning
* Remote marking and feedback is carried out

2. Pre-assessment can be carried out to assess what the children do not know but it is worth remembering that children do not know what they do not know, so using this as the sole basis for planning the next steps, is not appropriate.

**MONITORING AND REVIEW**

We are aware of the need to review the school Marking Policy regularly so that we can take account of new initiatives or changes in the curriculum.

Reviewed October 2013

Reviewed September 2014

Reviewed January 2016

Reviewed September 2018

Reviewed November 2021

Amended January 2022 (inclusion of 5-point check)

**MARKING MONITORING & EVALUATION**

|  |  |  |
| --- | --- | --- |
| Teacher:  | Year:  | Date:  |
| Class:  | Subject:  | Monitored By:  |

|  |  |  |  |
| --- | --- | --- | --- |
|   | Key Questions  | Evidence Seen  | Comments  |
| 1  | Are targets clear in books  |   |   |
| 2  | Are learning objectives/Challenge questions evident??  |   |   |
| 3  | Is the work dated?  |   |   |
| 4  | Can next steps for learning be seen?  |   |   |
| 5  | Is the work marked regularly?  |   |   |
| 6  | Are there scaffolded examples to help children move forward?  |   |   |
| 7  | Do comments in marking relate to the learning objective?  |   |   |
| 8  | Have the agreed symbols been used for marking?  |   |   |
| 10  | Are pupils responding to comments?  |   |   |
| 12  | What evidence is there that marking has had an impact? * Pupil completes additional questions
* Corrections made
* Child response to prompt
* Teacher comment to note progress
* Grammar and spellings?

  |   |   |
| 13  | Does the work seen in the book show a range of learning  |   |   |
|   | Key Questions  | Evidence Seen  | Comments  |
|  | opportunities? Maths: data, shape, calculations and problems  |  |  |
| 14  | When comparing books from different ability pupils, is there evidence of appropriate differentiation?  |   |   |
| 15  | Is there sufficient evidence of challenge?  |   |   |
| 16  | Have children created a glossary at the back of the book for technical vocabulary?  |   |   |
| 17  | Is there evidence of too many worksheets?  |   |   |
| 18  | Is the book neatly presented: clean cover, no scribbling, neat crossing out  |   |   |
| 19  | Is there unfinished work? If yes, are pupils made to complete task at a later date/time?  |   |   |
| 24  | What is the quality of the handwriting/number formation?  |   |   |
| 25  | When used, are sheets trimmed and stuck in neatly?  |   |   |

**APPENDIX 1**

Examples of scaffolded prompts, teacher feedback, next steps target setting and challenge in pupils’ books.

**APPENDIX 2**

Strategies for the marking and correction of spellings across the school. Staff should ensure that the relevant strategy is being selected for the child’s year group

Marking Spelling:

Sp should be written in the margin on the line of the misspelled word and then the correct spelling should be shown in the margin (KS2) or at the end of the piece of writing (KS1). *The word should not be highlighted in green. Children MUST respond to your marking of spelling in EVERY piece of work.*

N.B. Teachers should use their discretion when marking spellings and adjust practice according to the child’s needs where necessary.

|  |  |  |  |
| --- | --- | --- | --- |
| Year Group | No. of words to be marked | Focus | Response expected from children |
| Year 1 | Up to 3 words | High frequency words or words which contain the sounds taught in phonics that week. | Children re-write words with the correct spelling 3 times each at the end of the piece of writing. |
| Year 2 | Up to 5 words | High frequency words or words which contain the sounds taught in phonics that week. | Children re-write words with the correct spelling 3 times each at the end of the piece of writing. |
| Year 3 | Up to 5 words | High frequency words, topic-related words or words from the National Curriculum expectations list for year 3 | Children re-write words 3x each in the margin  |
| Year 4 | Teacher discretion | High frequency words, topic-related words or words from the National Curriculum expectations list for year 4 | Children re-write words 3x each in the margin after having found correct spelling in dictionary. |
| Year 5 | Teacher discretion | High frequency words, topic-related words or words from the National Curriculum expectations list for year 5 | Children re-write words 3x each in the margin after having found correct spelling in dictionary. |
| Year 6 | Teacher discretion | High frequency words, topic-related words or words from the National Curriculum expectations list for year 6 | Children re-write words 3x each in the margin after having found correct spelling in dictionary. |

**APPENDIX 3**

Examples of the school marking codes; these should be affixed to the inside of children’s literacy and maths books

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