



# ASHTON KEYNES C of E PRIMARY SCHOOL

## MARKING & FEEDBACK POLICY

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## **Marking and Feedback policy**

At Ashton Keynes Primary School, we believe that responding to children's work by marking is a crucial part of the teaching and learning process. Marking is used to provide constructive feedback to the children, focussing on both success and improvement needs relating to the lesson learning objectives.

Through marking children's work we aim to:

- motivate pupils and raise their self-esteem
- provide constructive feedback
- suggest strategies for improvement
- give areas for next steps in learning
- encourage children to challenge themselves
- diagnose problems and difficulties
- give children opportunities to make corrections or improvements to their work
- inform our planning and target setting
- relate to their target progress

## **Marking and Feedback Strategies**

We use a variety of strategies to mark work and provide meaningful feedback to pupils. These include:

- Written feedback
- Oral feedback
- Peer marking

In depth written feedback and SIT marking is not expected for all work and good practice involves using a balance of different marking and feedback strategies.

### **Written feedback**

Written feedback focuses on the Growth Mindset approach, recognising the effort the child has made. The emphasis is on both successful perseverance and success against the learning objective and/or the improvement needs of the child. These are referred to as Positive Purple and Growing Green.

**POSITIVE PURPLE** is used to identify something the children have done well. This could be a purple tick next to good vocabulary choices, or a clearly set out calculation, or a comment at the end of the piece of work.

**GROWING GREEN** is used to give feedback to children about areas they need to work on.

All comments made in the children's books are expected to be read. Children indicate they have done so by marking their initials next to the comment.

### **PINK PUPIL PROGRESS PENS**

Children edit and correct their work independently using the pink coloured pens. They respond to marking and feedback regularly and make improvements to ensure their work progresses. (Started from February 2017).

### **SIT Marking- Marking for improvement**

Often where an improvement is suggested children are expected to make revisions to their work. This is done through the use of SIT: marking which stands for Success and Improve Time.

Where SIT is recorded in a child's book, the child is then expected to respond to the marking and act on the comment. Examples of SIT marking may be for improving a word choice, rewriting a calculation, adding additional detail to a piece of work or responding to a question. Sometimes a SIT comment is used to move the child's learning on with a challenge for them to try.

Children are given time at the start of a lesson, to read and consider the written feedback the teacher has provided and respond to SIT marking.

Children are encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.

### **Marking of spellings**

It is important to note that the marking focus is always on the lesson learning. Therefore not all spelling mistakes will be corrected or highlighted for children to self-correct. Children will be encouraged to self-check spellings and use dictionaries to help. Children may be given some of their key target spelling words to spell correctly in their free writing and this will be marked.

### **Marking and feedback given by TAs and supply teachers**

Where a TA or supply teacher has been involved in the child's learning, the work should be initialled **TA** and commented on appropriately. Where a lesson has been taught and marked by a supply teacher they will indicate this with the use of **S** which stands for supply teacher.

### **Learning objective stamp**

Teachers may also use a stamp to indicate whether a child has met the learning objective, is working towards it or has failed to meet it.

The stamps are as follows:

- Learning objective met
- Working towards learning objective
- Learning objective not achieved

### **Peer marking**

Children are given time, encouragement and training to carry out peer marking. This involves the children assessing a partner's work against the lesson learning objective and success criteria. They might also identify what they have done well and what they could do to improve their work. The children may give their comments orally or in writing, depending on their ability.

### **Oral feedback**

In lessons a lot of feedback to pupils is given orally. This allows for a more in depth conversation to take place than would be possible through marking. This is particularly the case in KS1. Where oral feedback has been given this may be indicated in the book with the use of **VF** which stands for **verbal feedback given**.

### **Marking homework**

Homework tasks are set weekly for Maths and Topic.

Topic homework is completed and displayed in individual homework brochures. Because high quality work is encouraged and used for display in class and around the school, teachers will not write directly onto the piece of homework. Instead, grids with 5 smiley faces are used with a small space for a brief comment. See the example below:

| Year 5<br>Cities of Stone Homework Task<br>Term 3 | Smiley Score | Comments |
|---|--------------|----------|
| Mayan collage                                     | 😊😊😊😊😊        |          |
| Mayan god or goddess                              | 😊😊😊😊😊        |          |
| Mayan myth  | 😊😊😊😊😊        |          |
| Mayan instructions                                | 😊😊😊😊😊        |          |
| Chichen Itza                                      | 😊😊😊😊😊        |          |

The smiley faces are highlighted to show the quality of the piece of work and reflect the effort a child has made. These grids are displayed in the front cover of the homework brochures.

Maths homework is completed in a Maths homework book which will be marked by the class teacher on the page.

## Marking symbols

|                               |   |
|-------------------------------|---|
|                               | (purple mark in text) success against the learning objective  |
|                               | (green highlight/underline/green *) work to be improved in SIT  |
| <b>SIT</b>                    | Time to sit and do improvement suggested in green   |
| Ⓣ                             | Children indicate on their work that they have achieved one of their rocket targets. KS2 can indicate which target (symbols, note)                                    |
| Ⓣ✓                            | Teacher shows that the target has been met  |
| /                             | Remember finger spaces (in between words)   |
| *                             | To insert missing sentences/ phrases. Children to write the additional sentences at start of next lesson  |
| — sp<br>(in margin)           | KS2 Spelling mistake. Sometimes word x 3 to SIT improve. In KS1 ambitious words are corrected in purple. Words to be corrected are written in green for child to copy |
| ~~~~~                         | Weak word/ unclear / rewrite the sentence   |
| ○                             | Punctuation missing/included where it shouldn't be. Circle the error  |
| ^                             | Word missing  |
| //                            | New paragraph or line   |
| .                             | In maths instead of a cross- look again, answer is incorrect or requires action   |
| CI<br>T<br>TA<br>S<br>VF<br>I | CI- child initiated (Reception)<br>T -teacher led group<br>TA -TA led group<br>S-supply<br>VF- verbal feedback<br>I - Independent work following some support         |

Each class teacher uses a number of symbols to indicate changes or corrections children are required to make. These symbols are displayed inside the children's books so they know what they mean and can respond to them. Below are the codes used in each class: