



“I came that you may have life, life in all its fullness” (John10:10)

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 the use of effective marking and feedback 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. It is also important that marking is effective for pupils and manageable for staff to support their workload.

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 any strategies used should be effective for pupils and support the workload of staff. Marking/feedback can be given within a lesson/ intervention with the children or afterwards and can be written or verbal but will aim to be effective and either move the child's learning on, address misconceptions or provide a next step.

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. We aim to ensure that all comments that are made in the children's books are read or discussed verbally with an adult. These comments can be made during the lesson at the point of learning and with the children as well as after the lesson. We want marking and feedback to be manageable for staff workload and effective for pupils. Not every piece of work needs written feedback.

During a typical lesson marking and feedback could be made by the teacher, pupil, peer, teaching assistant to ensure pupils are correctly on task and misconceptions are picked up on so learning time is maximised. It can be ticking the starboard on the page to show achievement in green or purple for what is needed. Spellings of key words and subject specific 'focus five' vocabulary should be addressed if it is spelt incorrectly.

Starboard

All subjects have a starboard for each lesson. Marking can be to tick the star challenge on this board in purple to show achieved and use green for any areas required. This can be used in any subject at any time at the teacher's discretion to benefit the learner and inform the teacher for future planning of lessons and intervention e.g. pre/post teaching or specific targeted support sessions. This can be used for all foundation subjects and there is no expectation for written comments such as 'well done' or 'great work' to be written as children will receive positive encouragement throughout the lesson.

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.

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.

SIT Marking- Marking for improvement

Often where an improvement is suggested, children are expected to make improvements/revision to their work through direction from the adult. This is sometimes done through the use of SIT: marking which stands for Success and Improvement Time. This would be seen in Maths and English. It is not typical to be seen in other subjects.

Where SIT is recorded in a child's book, the child is then expected to respond to the marking and act on the comment in future work. 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 during 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. This in-depth marking should not be over-used and when it is used, it must be actioned to make it meaningful.

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 and also 'focus five' vocabulary in foundation subjects. Depending on the age/ stage of the child and the spelling patterns in focus, there will be a range of marking and feedback strategies used to support. This might be a teacher correcting the spelling in the margin, (sp) in the margin or a green dot for the children to locate and self-correct. There will be some words used in curriculum areas which are focus words and non-negotiable spellings which children must get correct as they are provided for them.

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 through their initials.

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 and stage of development. This is progressive across the school, from verbal peer marking in KS1 to written peer marking in KS2. Children will also self-mark, they may do this to the starboard criteria or mid/ end of lesson e.g. maths answers given for rapid recall tasks.

Verbal feedback

In lessons a lot of feedback to pupils is given orally at the point of learning. This allows for a more in-depth conversation to take place than would be possible through marking. This is particularly the case in EYFS and 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** but not always will the staff write VF, the feedback will be given to move the learning forward and address misconceptions.

Marking homework

We aim for homework to be marked and feedback given where appropriate to the task. This can also be verbal feedback via learning platforms. Where children use doodle to access their adaptive home learning, no marking is done as staff can see on the platform engagement and how areas have been reinforced or challenged through the programme. Rewards are given instead to encourage participation including merits for doodle, merits for reading regularly at home and updating diaries.

We use a number of symbols to indicate changes or corrections children are required to make. The children are taught what they mean and can respond to them. Below are the codes used throughout the school for consistency:

	(purple mark in text) success against the learning objective
	(green highlight/underline/green *) work to be improved in SIT
	Pupil editing following verbal or written feedback
SIT	Time to sit and do improvement suggested in green
/	Remember finger spaces (in between words)
*	Insert missing sentences/phrases. Children to write the additional sentences at the start of next lesson
_____ word . in margin	Spelling mistake. Sometimes word x3 to SIT improve. 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, or an error made in Maths. Circle the error for the child to correct.
Λ	Word missing
//	New paragraph or line needed
.	In Maths, instead of a cross for an incorrect answer.
CI	CI - child-initiated (Reception)
T	T - teacher-led group
TA	TA - TA-led group
S	S - supply
VF	VF - verbal feedback
I	I - independent work following some support

These grids are displayed in classrooms.

	Parts of my work that I've done well (Positive Purple)
	Parts of my work I need to check (Growing Green)
	Parts of my work that I have changed myself (Pupil Voice)
SIT	A task I need to complete to improve my work
/	I've missed a finger space here
*	I've added in some extra detail
_____ word . in margin	I've made a spelling mistake
~~~~~	Something doesn't make sense
○	I've missed out punctuation, or used incorrect punctuation. I've made a mistake in Maths.
Λ	I've missed out a word
//	I should have started a new line or new paragraph
.	I've got an answer incorrect in Maths
CI	CI (Reception) - I thought of this idea myself
T	T - I worked with a teacher
TA	TA - I worked with a TA
S	S - A supply teacher taught me today
VF	VF - An adult spoke to me about how I can improve
I	I - I did this by myself

Overall, marking at AKPS must be used to support learning, move learning on, address misconceptions and prevent patterns emerging over time. The methods the class teacher selects from the strategies within this policy will be used at their discretion to ensure that feedback is supportive and given in a timely manner but is manageable for teacher workload.