 <b>Alfred Street Junior School</b>	Page 1 of 10
<b>Marking and Feedback Policy</b>	Issued: May 21
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<b>APPROVAL BY</b>	<b>STANDARDS COMMITTEE</b>

# Marking and Feedback Policy

## Table of Contents

1. Introduction .....	1
2. Aims of feedback.....	2
3. Feedback Expectations .....	2
4. Review of Pupils' Work .....	3
5. Marking Writing .....	4
6. Marking Maths.....	4
7. Marking Presentation .....	4
8. Expectations of Presentation of Work.....	4
9. Follow up/ Response to Marking.....	5
10. Monitoring Marking .....	5
11. References.....	5
12. Safeguarding.....	6
Appendix 1. Marking Against the Learning Objective .....	7
Appendix 2. Marking Codes .....	8
Appendix 3. Whole Class Feedback .....	9
Appendix 4. Weekly Maths Whole Class Record .....	10

## 1. Introduction

At Alfred Street Junior School (ASJS), we believe that feedback is a dialogue between adults, learners and peers, which moves children's learning forward. We are committed to providing supportive, specific and child friendly feedback to pupils as an integral part of the teaching and learning process.

Marking is one form of feedback to provide information on what pupils have successfully achieved and provide next steps in order to move the learning on. It also tasks pupils with the job of revisiting their work, responding to questions, directives and challenges and being actively involved in the process. Marking also helps teachers to identify the next steps in teaching and set targets for improvement.

## 2. Aims of feedback

- ✓ To help children recognise what they have done well
- ✓ To help children understand what they need to improve on or develop
- ✓ To diagnose misconceptions
- ✓ To involve children in their own learning
- ✓ To allow teachers to plan work that accurately reflects the needs of each child
- ✓ To develop children's self-confidence and raise self-esteem
- ✓ To ensure children understand the expectations across school

## 3. Feedback Expectations

Teachers plan lessons with clear Learning Objectives that are then written on the whiteboard and shared with the children. Feedback will refer back to the Learning Objectives and the skills required to meet this. When marking and giving feedback staff will ensure:

- All work is marked using this notation:
  - I - for independent work
  - S - for adult supported work or
  - G - for guided work.

Following every lesson, **as a minimum**, all pupils' work will at least be checked by the teacher/teaching assistant and assessed against the Learning Objectives of the lesson (see Appendix 1). A maximum of three appropriate spelling and three punctuation or grammar errors will be identified if errors are present.

Teachers use different levels of marking/feedback to correspond with the type of learning taking place within the lesson. This could include any of the following methods:

- Checking Marking - the adult acknowledges that they have seen the work quickly with a tick or signature. Checking marking is used for occasions when work has been carried out as a whole class, group work, children have peer or self-assessed. Here the minimal standard of marking is acceptable (see above).
- Live Marking - Teachers or teaching assistants conduct 'live' marking wherever possible. This takes place within a lesson to prompt deeper thinking, and swiftly address misconceptions. It takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning situation with a pupil or as part of a group. VF indicates that this has happened. A green box is drawn around a section of work that the teacher will focus their marking on.
- Diagnostic Marking - written feedback is given indicating between 1 and 3 strengths and areas for development.
  - A star is used to indicate a positive criteria that highlights the skills achieved and a thought bubble to indicate next steps/reminders that would move the learning forward.
  - An arrow is used to indicate that the children have an editing action or a response to the teacher's directive is needed. Teachers should use their judgement as to which pieces would require this more

substantial marking. Where appropriate, the teacher will identify particular conventions, e.g. Spelling, grammatical rules, paragraphing that needs addressing.

- Errors in spellings deemed to be inappropriate for the year group are marked with 'sp' written at the bottom or in the margin of the piece of work to raise awareness to the child. Teachers or teaching assistants should use their professional judgement and identify a maximum of three spellings in any one piece of work. More able children should be encouraged to go back and edit simple corrections and where appropriate, children should use a dictionary/iPad to correct spelling mistakes. Pupils write the spelling three times when they next receive their book. If the writing is leading to a presentation piece, all spelling mistakes should be corrected.
- Peer Assessment - Where peer assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement. This can be done in pencil and the peer assessor's initials must be also left. Children must be taught how to mark learning in a way that is respectful, neat and accurate. Stem sentences could be used to ensure comments are focused on the learning objective. All children will have the opportunity to give each other respectful verbal feedback.
- Self-Assessment – children mark and assess their own work.

NB after peer/self-assessment the teacher will check that they are in agreement and acknowledge with a tick or provide a correction.

- See marking codes described in Appendix 2- Editing marks and Marking symbols.
- Where appropriate, work may be marked using a tick for a correct answer or a green dot for an incorrect answer.
- All marking will be kept up to date and the teacher will either mark during the lesson or as soon as possible afterwards.
- Verbal feedback is given throughout the lesson (VF), where appropriate, either referring back to the learning objective or the individual child's next steps. Misconceptions are addressed and good examples are modelled to the class.
- Differentiated checklists may be used in some pieces of work. These are marked using ticks for elements achieved and crosses for those not achieved.
- Time should be planned to ensure children have the opportunity to read and respond to feedback; all children should have some evidence of this in their work. Children should initial to say they have read the comment in purple pen and carryout any editing actions in purple pen.
- Response to marking must be monitored.
- A pupil's absence is recorded in the pupil's book: E.g. 10/03/21- Absent

#### **4. Review of Pupils' Work**

Teachers tick each piece of work to show it has been checked and 'star' any parts of work that are worth sharing as good examples. Whilst looking through the books, teachers make notes on the key messages to feedback to pupils at the start of the next lesson using a grid (See Appendix 3).

The time taken for this book checking process will vary between year groups, but should not be an arduous task. Where possible, children will have already marked their own work in the lesson to speed up this analysis (particularly in subjects like mathematics).

After this, the teacher plans a whole class feedback session using the notes from the sheet as an aide-memoire (see Appendix 3). The start of the next lesson begins with the teacher sharing the best work (perhaps using a visualiser), identifying common errors in basic skills (e.g. spellings, number facts) and then addressing common misconceptions. This session is flexible in how long it takes but a typical session might be ten minutes or so giving time for children to redress any misconceptions that had arisen and, where useful, check through their work and improve it based on the feedback given.

### Marking Colours

Teachers – green
Self/Peer assessment and response to marking- purple
Supply teacher/HLTA Cover - red

## 5. Marking Writing

Cold Tasks – minimal standard SPaG errors identified. Marking checklists indicates successes and areas for development. Personal targets for the chapter are to be given.

Hot tasks – diagnostic marking or a marking checklist can be used to identify key skills achieved and areas for development.

In addition see Feedback Expectations above.

## 6. Marking Maths

- In Maths, pupils to mark their work together at the end of the lesson for instant feedback.
- Errors to be addressed by TA in afternoon strengthening sessions
- In addition see Feedback Expectations sheet – Appendix 4.

## 7. Marking Presentation

- Teachers will identify where pupils are not presenting work according to the non-negotiables, or it is felt that pupils are not taking pride in their work and presenting work carelessly as an additional comment to the marking. They will also draw a warning triangle with a P. Teachers will identify sections of work that need to be re-written and will follow up to ensure that future work is better presented.

## 8. Expectations of Presentation of Work

The following conventions will be used by all pupils:

- The day, date and month will be written and underlined with a pencil and ruler.

- The Learning Objective, indicated as TBAT (To be able to) will be recorded at the top of the piece of work.
- Rubbers will only be allowed to be used with the permission of the teacher.
- All mistakes will be crossed out with a pencil and ruler using a horizontal line and rewritten either above or at the side.
- All diagrams and underlining will be drawn using a pencil and ruler.
- They will be writing on the line.
- They can choose to use a school handwriting pen or school pencil.
- They will be encouraged to join their handwriting where appropriate.

In maths:

- All work will be in pencil.
- Short date format will be used.
- 1 digit will be written in each square, where appropriate.

All pupils and staff have a set of non-negotiables that are adhered to in all work.

## **9. Follow up/ Response to Marking**

- Pupils are expected to respond to the marking by carrying out directives and acknowledge that they have checked their outcome and read any comments by writing their initials.
- Pupils write in a purple pen when doing their response to marking.
- It is expected that they will address their 'next steps' and directive advice in all following work.
- The pupils are taught and reminded of the agreed methods of setting out corrections.

## **10. Monitoring Marking**

The Head teacher, alongside the senior leaders and subject leaders are responsible for the regular monitoring of marking within the school. Regular book scrutiny will be conducted to check that the policy is being adhered to.

How will we measure success in providing feedback?

- Children will have a clearer idea of what they are successful in and how they need to improve their learning.
- Children will have more ownership over their learning.
- Children will value teacher's marking more and it will be meaningful to them.
- Children will act upon advice and make improvements to their work.
- Children will make progress.

## **11. References**

[1] Alfred Street Junior School, Child Protection and Safeguarding Policy.

[2] Alfred Street Junior School, “Maths Policy”.

[3] Alfred Street Junior School, “English Policy”.

## **12. Safeguarding**

Safeguarding our children is our priority – see Child Protection and Safeguarding Policy [1].  
All concerns must be reported to our Designated Safeguarding leads:

Mrs K O’Connor, Mr C Butler, Mrs S Smith, Mrs W Watts

## **Appendix 1. Marking Against the Learning Objective**

- Marking should clearly indicate against the learning objective the depth of learning achieved using the following abbreviations:

	Written
Developing their learning of the objective	<b>D</b> inside a circle
Working securely at the expected level for the Learning Objective	<b>S</b> inside a circle
Achieved greater depth of the Learning Objective	<b>GD</b> inside a circle
Achieving a higher level of greater depth of the objective	<b>GD+</b> inside a circle

## Understanding the marking in my book...

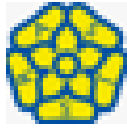
Symbol in my book...	What it means...
	My teacher marks in <b>green</b> . I mark and respond in <b>purple</b> . Other adults mark in <b>red</b> .
	<b>I</b> : I worked on my own. <b>S</b> : I worked with help from an adult.
	<b>G</b> : I have had further Guided Learning with my teacher. <b>VF</b> : My adult talked to me about my learning during the lesson.
	My adult pointed out what I did so show where I have met the success criteria.
	I get a star for the things I do really well and my teacher has drawn an arrow to tell me I have a reaction to complete.
	The thought bubble reminds me of something to do in the future to improve my learning.
	My adult draws one of these to show a mistake I have made such as an incorrect capital letter or forgotten full stop.
	My adult draws one of these to tell me to start a new line or paragraph.
	This shows I have made a spelling error in my learning.
	In my Power Maths book this tells me: If my work is <b>Developing</b> , <b>Secure</b> or <b>Greater Depth</b> .
	A green box indicates a section of my work that my teacher worked with me on or asked me to improve.
	Shows my presentation needs to improve next time.



General Marking



### **Appendix 3. Whole Class Feedback**



### Alfred Street Junior School

### Whole Class Feedback

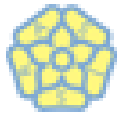
**Labels:****Order:**

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Resilience Excellence Self-awareness Passion Empathy Communication  
Teamwork



## Appendix 4. Weekly Maths Whole Class Record



ASJS

### Maths AFL Weekly Record

Date:		Class:	
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Data Targets							
Pupil Premium		SEND		Target Pupils			
Below		Working Towards		Expected		Greater Depth	
Boys	Girls	Boys	Girls				

Strengthening Groups for Afternoon Session	
Expected Standard	Greater Depth
M	
T	
W	
Th	
F	

