

Marking and Feedback policy

Teachers will use the school's marking key and they will mark in GREEN pen only			
GENERIC CODE FOR ALL SUBJECTS			
✓	Tick the LO if it has been achieved	I	Next to work completed independently if rest is supported
VF	Learning has been discussed with the child at the time of marking (verbal feedback given)	S	Next to work if supported (If whole lesson put next to LO)
✓	Tick means something is correct	SP	Spelling mistake (maximum of 3 in any piece of work - written in margin for child to find UKS2 or in LKS2 and KS1 prompt at the bottom).
●	Small dot if something is incorrect.	P	Missing or incorrectly used punctuation - written in margin for child to find.
→	Closing the gap comment/ moving on comment.	CC	Change choice of word to make it more suitable for the text type or more ambitious - written in margin for child to find.
	Any marking completed by children, corrections or children's response to marking should be in purple pen.	//	New paragraph needed
	Highlight strong features of Best Write	★ ★ ✦	Best write /levelled piece to show two good features (2 stars) and one target/next step (a wish) linked to next Best write and writing assessment framework

Teachers recognise that feedback is an essential element in helping pupils improve. When using assessment for learning strategies, teachers need to move away from comments that may not be related to the learning intention of the task (e.g. 'try harder' or 'join up your writing') and move towards giving feedback to help the pupil improve in the specific activity. This feedback can be written or verbal. This will help to close the learning gap and move pupils forward in their understanding.

Teachers will make at least one moving on comment per week in each subject which allows children to purple pen their response.



Marking and Feedback Guidelines

We believe that feedback and marking should provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance. All work should be aimed to be marked or given oral feedback before the child's next lesson in that subject, it is understood that this cannot always be possible.

Marking and Feedback should:

- Relate to learning intentions, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written) to ensure equity in all subjects and for all abilities.
- Respond to individual learning needs; e.g. marking face-to-face with some and at a distance with others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be seen by children as positive in improving their learning.

Formative Feedback/marking

With oral feedback, in the course of a lesson, teacher's comments to children should focus firstly on issues relating to the learning intention and only secondly, on other features.

Developmental Marking

- Developmental marking is quality marking, next step marking and closing the gap marking
- Comments should focus on what has been achieved i.e. Success Criteria against the Learning Objective
- A comment should be written to help future development or to reach the next step.
- Developmental Marking should take place in writing and maths at least once a week. Children and teachers should not ignore developmental comments from week to week- they should be the focus of improvement for the next pieces of writing (be it in Science, topic and so forth).
- Not all pieces of work can be 'quality marked' all the time.
- Marking will be done alongside each child (always in Foundation Stage and where possible in Key Stage 1 and 2)
- Any written comments will be read to the child as they are written (always in Foundation Stage and where possible in Key Stage 1. Where children can't read comments independently in Key Stage 2, they will also need to be read)
- Children will be given the opportunity to read, understand and respond to any comments made. Set lesson time needs to be given for children to read the marking (3 minutes) and to focus on the one improvement to be made (5 minutes)
- The Learning Objective (LO) for the lesson will be written by the child whenever possible, or will be written by the teacher. The use of stickers where the LO has been typed and printed is good practice and is encouraged
- Up to 3 yellow highlights will be used to identify where a piece of work has met the LO for that lesson if appropriate but always in a Best write
- An arrow indicating the place being referred to in the 'closing the gap' comment will be used.

One of 3 techniques may be used to help the children make an improvement:

Closing the gap comments

The emphasis in marking should be on both successes against the LO and improvement needs against it. The focused comment should help the child in 'closing the gap' between what they have achieved and what



they could have achieved. E.g. *What else sentence using one of these words:*

could you say about the prince? Write a handsome, elegant, or snooty.

In summary 'close the gap' comments can be:

- A **reminder** prompt (e.g. *'What else could you say here?' / Did you simplify the fraction?*)
- A **scaffolded** prompt (e.g. *'What was the dog's tail doing?', 'The dog was angry so he...', 'Describe the expression on the dog's face./ If $3 \times 7 = 21$, check your answer to 4×7)*)
- An **example** prompt (e.g. *'Choose one of these or your own; He ran round in circles looking for the rabbit. /The dog couldn't believe his eyes./ An example of a solved maths problem).*

In more detail they are:

1. Elaborating and extending

Often used to redirect the child's focus, good for more able children who need less support

- *Write a character description of James*
- *Describe the merman in more detail*
- *Say more about the fire*
- *Explain this for me*

2. Scaffolded prompts for elaborating or extending

They often focus the child's attention on specifics OR delve via two or more questions or statements

- *Can you tell me more about how the girl felt walking into her new class?*
- *You need to put more suspense into walking into the old house. Use the word 'eerie' to create suspense.*
- *Describe what the forest looked like to Red Riding hood. Remember to use all your senses when describing.*
- *Can you tell me more about why you like playing football so much?*
- *How do you treat your horses? Write about the times you have anything to do with them*

3. Example prompts for elaborating or extending

Giving the children models of words or phrases they could use in their work

- *Describe what you are seeing as you begin to turn into a giant. Perhaps: Cars looks like toys, Houses look like dolls houses, People look like ants*
- *What did you see on the boats trip? Majestic killer whales? Friendly dolphins splashing in the crystal sea?*
- *What did you find in the old house? Could it have been? A dusty old cobweb An antique clock*

4. Adding a word or a sentence- this is usually done in a structured way

- Missing words- teacher writes out sentence for child to put missing words in- usually specific like adjectives
- Letting the child finish a sentence the teacher has begun
- Asking for one or two new words *'You have written said three times, please list two synonyms for said' 'Please write a really powerful adjective to describe the wolf' 'Chose an adjective which would best describe the noise: cacophony, screeching, wailing'*

5. Asking for one or two more sentences

- *Can you tell me two more things about the beach?*
- *What did the teacher say to the young girl before they went home?*
- *Think of a line to rhyme with devour*

6. Changing the text

- Replacing individual words- teacher could highlight in green and ask for them to be changed- needs to explain why though. Could give examples to help child and extend their vocabulary



- Replacing individual sentences- give examples
- Replacing paragraphs- usually the last paragraph as the child has ran out of time OR as teachers we spend more time teaching about story openings than endings *I am not quite sure what happens at the end of this story. Please rewrite the ending, explaining what happens in more detail. Does the main character survive even though you have hinted he would die?*

again teacher needs to explain why and can

7. Justifying- very useful tool to get the children to add more detail

- *Why was his voice shaky,...? Tell me more!*
- *Why were the ugly sisters jealous of Cinderella?*

Agreed by Chair of Governors:

Date:

Agreed by Governing Body:

Date: 24.10.22