



Llangrove CE Academy

Marking & Feedback Policy

Reviewed: April 2017
Next review: July 2018

Written by: Sarah Dean

MARKING – A STATEMENT OF POLICY AND PRACTICE

1. Definition

Marking is an essential part of the teaching and learning process and lies at the heart of assessment, recording and reporting. The aim of this policy is to ensure consistency and continuity throughout the school in a way that raises standards without restricting individual creativity.

2. Principles

At Llangrove CE Academy we recognise that marking is an integral part of the learning and assessment cycle; that continuity of approach throughout the school and the ensuing dialogue between pupil and teacher fosters greater progression. We recognise the profound influence teacher, self and peer assessment has on the motivation and self esteem of pupils, both of which are crucial influences on learning.

3. Aims

1. To show children's work is valued by the teacher.
2. To support children through correction, without loss of self esteem.
3. To encourage children to reflect on their work; find their next steps in their learning; to look for good points and for areas of improvement.
4. To ensure that there is an opportunity for a shared and supportive experience between the teacher and the child.
5. To ensure opportunities for self and paired marking and appraisal in response to the use of success criteria.
6. To develop
 - Accuracy
 - Clarity of thought and expression
 - Depth of understanding
 - The ability to keep on task
 - Organisational skills
 - Neatness, legibility and other presentational skills
 - The ability to check, redraft and improve their own work
7. To monitor a child's progress to inform pupils, teachers and parents.
8. Marking needs to offer positive benefits to children; pride in their achievements and with it increased confidence and motivation.



4. Planning and Assessment

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Marking is for the direct benefit and improvement of the children's work. Marking is therefore undertaken by the teacher to inform the child of the progress they are making and targets they need to work towards.

The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections a pupil should do.

5. Practice


1. The teacher should acknowledge all work. Oral and written marking are equally valuable practices depending upon the circumstances of their use.
2. Oral feedback is most powerful and has maximum impact when pointing out successes and improvement needs against the learning intentions. The quality of thinking can be higher if it is oral. This may be achieved through whole class discussion, using the IWB & I-Pads as a starter or plenary to unpick the success criteria and share examples.
3. Where appropriate, and whenever possible, work should be discussed and marked in the presence of the child.
4. In KS2 the teacher should provide opportunities for pupils to collaboratively set success criteria / toolkit prior to a task. Success criteria (learning objectives) should be made clear to the pupils before the work commences. Criteria should be achievable. Marking should inform the target setting process: any criteria not reached would become future targets. The teacher will identify those children who have not achieved or surpassed the success criteria in their planning. For further details of how marking relates to the assessment and monitoring of pupils' progress please refer to the school's Assessment, Recording and Reporting Policy.
5. Marking should be selective and not overwhelming, both in terms of what needs highlighting for individuals and what is appropriate for them, acknowledging personal achievement and effort.
6. Feedback should be constructive, containing helpful or encouraging comments as appropriate. Feedback should relate to set learning objective / Age Related expectations for handwriting, spelling, punctuation and grammar.
7. Written comments should be in appropriate language, legible and be placed where they can clearly be seen. The pictorial marking criteria should be used where appropriate to enable pupils to understand feedback.
 - Capital letters: **CL** or lower case letter circled to show where CL is required
 - Punctuation: . ! ' ? , ... "" ::() - written in the place or margin / **P** (Upper keystage 2)
 - Finger spaces: |
 - Spellings: word underlined with a ~~~ **SP** written below work and time given to children to copy out the correct spelling 3 times
 - New line required: /
 - Paragraphs- //
 - Word omitted: ^
8. Pupils should be given time to respond to oral and written comments. The teacher should ensure that these have been addressed before new work is begun. Time for corrections and improvements should therefore be recognised in lesson planning. Pupils are encouraged to enter into written dialogue regarding feedback. This may be: correcting or copying out correctly misspelt words; writing an extra sentence or descriptive words; answering a question e.g. using Maths Mastery question appropriate to ARE ; correcting a calculation or attempting another calculation which reinforces or challenges.
9. Marking is to be written in green or blue pen using handwriting scheme joins. Where a child has responded to teacher feedback / marking e.g. written a new word or sentence, answered a question or completed a calculation teacher to use purple pen.
10. Use different coloured highlighter pens- **Tickled Pink** , **Green for Growth** 




Highlighting in pink pen highlights the achievements and efforts children have made. Highlighting in green pen directs children to correct mistakes or develop work further. These should be used throughout all marking across the curriculum.

11. Two stars and a Wish is to be used across all subjects as and when the teacher feels is appropriate and relevant to the task. It is at the teachers' discretion as to how many stars and wishes may be required. A star and wish can also be written next to the Learning Objective (LO:) to show that the objective has been met. An inserted 2 stars and a wish sheet may also be used.



12. The use of stars, stickers, smiling faces stamps e.g. *objective achieved* and team points e.g. 1TP are used as effective tools in the marking process.

13. Self and peer assessment are to be used on a regular basis and can be in any form which is effective for the age and ability of the child. This may include two stars and a wish, or smiley faces ☺☺☺ or traffic light colours alongside the LO: e.g. LO: To use column addition 

I found this LO difficult to understand and achieve 
I mostly understood & achieved the LO 
I completely understand & achieved the LO 



14. Underlining errors and annotate as necessary:

(i) These must be consistent across the whole school.

- Spelling error, underline (with wiggly line)_indicate correct spelling in margin or at end of writing (marked with SP) – children copy 3 times
- Number error e.g. number reversal – underline and correct by the side or at end of calculations – children copy 3 times

(ii) Circle error and annotate as necessary :

-  Circle any mistakes of punctuation, including any missing punctuation.

Progression for Marking Punctuation:

- From KS1 missing punctuation is to be written in the place required or a circle is to be drawn in the work to show where the correct punctuation e.g. „,?!“ should go and in the margin on the line that the punctuation is missing. The children are then able to respond to this independently.
- As the children become more confident with punctuation the teacher will only put the punctuation that is missing in the margin to show the line it is missing from but stop putting the circle in. The children then have to use their own skills to work out where the punctuation goes.
- In upper KS2 they should be able to proof read their work to identify what is missing. The teacher will now just put a **P** in the margin on the line where punctuation is missing from. The children will then have to identify what punctuation is missing and where it should go using their polishing pens.
- In Maths incorrect digits or number is to be circled – children to write correct number

6. Success Criteria / Toolkit

Although the success criteria / toolkit will be shared with children on a regular basis, for certain pieces of work (e.g. longer pieces of writing, assessed work etc) children may be given a success criteria table that enables them to self assess their work, along with seeing exactly how they have achieved. During a Talk4Writing unit children will be involved in creating a Toolkit specific to the fictional or non-fictional text they are focusing on. An example of a success criteria can be seen below:

Success Criteria - Persuasive

| | | | | |
|--------------------------------|-----------------|--|--------------------|--|
| Opening statement/reason | Self assessment | | Teacher assessment | |
| Persuasive language | | | | |
| Evidence and examples | | | | |
| Powerful reasons and benefits | | | | |
| Closing statement to reinforce | | | | |

These are designed to help children identify their next steps in learning, along with recognising what areas they need to include in order to improve their work.

In Upper KS2 children will be given success criteria for the Maths area that they are focusing on, with the Age Related Expectations listed.

7. **Monitoring and Evaluation**

A key aspect of the Executive Head teachers', Curriculum Coordinators' role and deputy head teacher's role is to monitor, evaluate and review the effectiveness of our marking procedures throughout the school and HMFA. This is achieved in a variety of ways including reviewing book scrutinises and discussions with pupils.