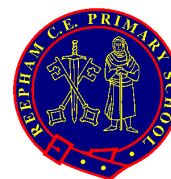


# Reepham C of E Primary School



## Marking and Feedback Policy

### **Marking is an essential part of the assessment process. The Purpose of the policy:**

The purpose of this policy is to make explicit how the teaching team mark children's work and provide essential feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

### **The need for a Marking and Feedback policy**

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they can do currently, what we would like them to do and what they would like to be able to do, moving forward.

We recognise that the teaching team consists of teachers, teaching assistants (TAs), and any other specialist teachers employed by the school and/or LA.

Marking should be carried out with three areas in mind:

- Planned work and future planning.
- The general progress of pupils.
- To guide pupils through their personal next steps.

### **The Rationale behind Reepham Primary Schools Marking and Feedback Policy**

During our Staff Workload study, led by Bishop Grosseteste University, a key focus became the way in which work was marked, the time it takes, and the feedback it actually gave. While it was seen that pupils respond well to marking and metacognition was embedded, the value and emphasis placed on it was disproportionate to the impact on pupil progression. We also undertook a detail pupil consultation.

Over 2021-23 the school trialled different marking expectations, a summary: Reducing written feedback in books and using more 'marking in the moment' strategies resulted in no loss in attainment, the schools progress scores remained positive, allowed more time for discrete teaching and learning, and helped protect teacher wellbeing.

**The rest of this policy outlines how marking and feedback will be used at Reepham Church of England Primary School.**

### ***Marking and feedback should:***

- Be manageable for the teaching team and accessible to the children.
- Relate to the learning intention and/or pupils next steps & targets.
- Involve the teaching team working with the children.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to 'mark in the moment'
- Inform future planning.

- Use consistent codes.
- Ultimately be seen by children as a positive approach to improving their learning.

### **Colour Coding for easy recognition**

All marking (where possible) will use 2 colours, pupils of all ages should be clear what the colours mean:

**Pink = “Tickled Pink”, correct, you may have hit a personal target or have demonstrated the learning outcome.**

**Green = “Green for growth”, there is something to develop, maybe a future target, look at the spelling of this word again etc...**

**I**= independent work for assessing, not all work that is independent from scaffold lessons will be marked with this, the **I** reflects the piece can be used for moderation. An **I** may be used if most of the work is independent e.g. scaffolded start may lead to work which is flagged for moderation. An Independent stamp may be used.

*Note: If children have peer or self-marked, high expectations in presentation should be maintained and peer comments/feedback should be positive in nature.*

### **Types of Feedback and Marking**

#### ***Marking in the Moment - Responsive Oral Feedback:***

It is important for all children to have oral feedback from a member of the teaching team. This dialogue should focus upon successes, areas for development and to set targets for future learning. ‘Marking in the moment’ has been seen as the most powerful strategy in our school trial as it allowed teachers to address misconceptions and unpick pupil understanding. This responsive feedback may lead to lessons being reshaped and misconceptions being addressed. It may target individuals or larger groups. Where Responsive Oral feedback has been used with a group there is no additional need for written marking, teachers may simply use the pink tick or stamp to acknowledge the work or add an **R** to reflect Responsive oral feedback was given that addresses the mistakes in the work.

#### ***Summative Feedback / marking:***

This is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, can also mark this using the correct colours and “ticking” the work. **Correct work will have a pink tick, incorrect work will have a green dot.**

#### ***Formative feedback / marking:***

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or if they wish to give detailed attention. There will be at least 2 pieces of detailed marked writing each term (see “marking of writing” section).

#### ***Class/Year Group specific strategies:***

Whilst the principles of this policy set the standard, certain classes or Year Groups may implement additional marking “short hand” this might be used to support their assessment, moderation or identify differing levels of adult support, for example stamps (these should still follow the schools marking colours).

## **What Marking looks like in pupils books:**

### **Marking in the Moment:**

Marking during the lesson is a great way for the teacher to be responsive to individual needs and groups. **It is a way of promoting a rich learning dialogue and is the type of marking we advocate in most lessons.** It may lead to work in any subject being “marked” with a pink tick, a stamp or the **R** to reflect Responsive oral feedback was given that addresses the mistakes in the work. The tick or the R may be written by the teacher or pupil. No other written marking is required beyond this acknowledgement.

### **Lesson Structure Links:**

In our lessons the teacher will often use Responsive Teaching strategies or AFL to give timely feedback (Marking in the moment). Lessons and further planning may be adapted from what was seen in the class. At Reepham School lessons feature a **‘Step-Up’** to set a further challenge. Sometimes a teacher may use the language ‘step-up’ or an associated symbol to show this.

***If a pupil does work without a teacher, then they deserve to have it looked at by a teacher, but this will often be acknowledged with the pink tick or green dot (or equivalent stamp).***

### **Marking of Writing:**

Each termlet pupils will undertake an **‘independent Write’**. This is an extended piece of writing, which will not be specially supported by the teacher. Pupils will be encouraged to use all of the skills they have learnt and create a “writing frame” to follow. This will be detailed marked by the teacher and used for assessment. This detail marking will be used to give feedback on areas the child is secure or needs further development. There will then be a follow up session where the pupils can edit, improve and engage with their marking. This ensure detailed marking is used in a metacognitive way. At this point pupils/teacher should set targets that the child will have on their writing ‘book mark’, so these targets can be addressed over the term. Book Marks are used across the school starting in summer term Year 2. Termly newsletters will be a place teachers can further share targets with pupils and parents.

**Other daily written work:** In others writing sessions, grammar session, written guided reading activities or where short writing tasks are used across the curriculum, there is no greater expectation on marking that an acknowledgement of correct work (via Pink tick or stamp), acknowledgement of an error (green dot or stamp) and/or the use of a R to show responsive verbal marking was used. A simple error correction or ‘step-up’ may be used if it is deemed appropriate and timely.

**Spellings:** Not all spelling mistakes will be marked. Some will be identified by the teacher as worthy of remembering and some corrective work will be done on these e.g. technical words in science, literacy words, etc. Older pupils may have the ‘step-up’ to find their own spelling mistake within the line indicated with **sp**.

Pupils may be asked to rewrite the word to aid learning repetition.

### **Marking in Maths:**

Work will be marked as correct with a pink tick or stamp, errors may be selected for revisiting or a further challenge set. It is not expected further challenges will be set through marking

daily as these will naturally be set during lessons, this will be seen by using the “step-up” symbol or the R to reflect responsive teaching.

### **Marking in the Wider Curriculum**

Will be marked in line with the ‘daily written work’ guidelines above, with acknowledgements to good work and/or a possible question to further consider. All subjects will have ‘flashbacks’ which will spiral learning, these may be pre-printed spaced learning questions, there will be evidenced of *some* flashbacks in the pupils’ subject books.

**Stamp and Symbol marking:** For stamps and symbols to be effective the meaning must be taught and pupils should be given time to reflect on the meaning. Stamps should still follow the schools marking scheme in terms of colour –pink positive, green area to look at, purple to show verb feedback given. See appendix 2 for the stamp policy used.

### **Marking and Feedback in the Early Years Foundation Stage:**

In the Foundation Stage, marking and feedback strategies include:

Verbal Praise

Stickers and stamps

Written annotations, short and narrative observations (written)

Annotation of work and photographs by staff in class learning books

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books (some of these conversations will recorded in the pupils books using the schools marking policy and read to the pupils, this will start developing their understanding of school procedures).

**EYFS will use pink and green to introduce these colours to the children to aid transition.** As most marking will be responsive, there is no need for EYFS work to use the **R** symbol.

### **Additional information EYFS/ LKS1/ SEND:**

Where it is deemed pupils are not at a cognitive level to understand marking, work may be worked with the child, and the teacher will ‘model’ the marking policy so they become familiar ready for later years. It is understood more marking at this age will be pictorial or verbal.

### **Monitoring and Scrutiny:**

Pupils books will be monitored frequently during dedicated Staff development time. Books will also open to external scrutiny and be observed by parents and carers. Books will also be used in external moderation.

Children will routinely be asked to answer the following questions

>**What am I learning? (opposed to what are you doing)**

> **Is the work too easy or hard?**

> **What have you done before to get to this lesson? (progress)**

> **What am I doing well in this subject?**

>**What do I need to do to improve my work in this subject?**

“If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.” David Lowbridge-Ellis, 28 September 2017 - Workload Challenge

### **Raising Self-Esteem:**

The use of class rewards systems may be linked to marking. These may be different in each class, eg table points, merits, stickers or marbles. Peer marking will be positive and supportive in nature.

## Appendix 1:

### Symbols and stamps we use:



- Pink tick:  
- Specific question or section of work is correct  
Or  
- Learning objective is achieved



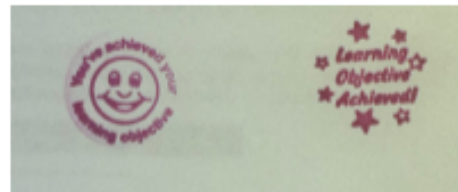
- Green dot  
- Specific question or section of work is incorrect  
or  
- Learning objective is not achieved

**R** =Responsive feedback/adaption took place during the lesson

**I**= independent for assessment



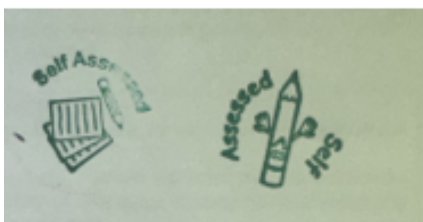
**Alternative Positive Pink Stamps:**



**Alternative Green, not achieved Stamps:**



**Other Assessment stamps:**



*Note: we are happy for classes to use variations of these stamps but they will follow the Green and Pink marking policy. Any variants will be explained to the pupils.*

