The Policy and Procedures for Marking and Feedback

Our school helps us to walk with Jesus to be the best that we can be. Through God's love and guidance, we create an ethos of shared endeavour, friendship and co-operation to help us flourish academically, emotionally and spiritually.

"I can do all things through Christ, who strengthens me."
Philippians 4:13

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MISSION STATEMENT

Our school helps us to walk together, with Jesus, to be the best that we can be.

AIMS

- Our school is a happy place where everyone can **enjoy** coming together and having fun.
- Our school gives children the time and opportunities to **discover** their own spirituality and the nature of God.
- Our school provides the opportunities for children to **learn**, to grow in their understanding and develop their independent thinking.
- Our school supports and guides the children to **achieve** as much as they are able, and to feel proud of themselves.
- Our school **celebrates** the wonder of our creation, the diversity reflected in our local community, and all that is good in the lives of the children and the life of the school.
- Our school nurtures the desire of all children to **create** things and thoughts, which are unique to them and to share them confidently with others.
- Our school seeks to **inspire** children, so they will carry with them a vision of all that is possible, throughout their lives.

SINGLE EQUALITIES

At Baxenden St. John's School, equality is a key principle for treating all people fairly and creating a society in which everyone has the opportunity to fulfil their potential – irrespective of their gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination.

THE PURPOSE OF THE POLICY

Research has shown that consistent and effective marking has a significant impact on raising attainment. The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and apply it consistently.

It is important that teachers give constructive feedback to children as appropriate, both written and orally, focussing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like and expect them to do.

Marking and feedback should be manageable for teachers and accessible to the children by:

- Relating to the learning objective and/or the children's personal curriculum targets
- Giving recognition and praise for achievement and clear strategies for improvement
- Allowing specific time for children to read, reflect and respond to marking where appropriate
- Responding to individual learning needs, taking opportunities to mark face-to-face where appropriate
- Informing future planning
- Using consistent systems within key stages

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming.

FEEDBACK & MARKING IN PRACTICE

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like	Possible Evidence (for observers)
Immediate	• Includes the teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking/highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer- assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed (merit points/ticks) • Lesson observation – of impact of input using whole class analysis • Written comments and appropriate responses/action • Adaptations to teaching sequences and/or tasks when compared to planning (annotated on planning) • Use of annotations (on planning) to indicate future groupings

NEXT STEPS

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. Next steps may be verbal or written and should be ongoing and inform future planning.

MARKING

Positive Pink and Green for Growth:

- A pink pen will be used to mark positive aspects of the work, and any positive feedback will be written in pink.
- Any improvement feedback will be written in green.
- Independent writing will only be marked in pink pen, as this is for assessment purposes.
- Handwriting that is not in line with school policy or the individual ability of the child will be commented on in green at the end of the work according to the development of the child.
- Where capital letters and full stops are repeatedly missed, they will be circled in green, and the children will have their attention drawn to this.
- Any missing punctuation appropriate to the ability of the child will be circled or indicated in green.
- Where it is useful to impact learning, children will edit their own work in purple pen in all subjects as required. Children may be introduced to the use of purple pens for self and peer marking where deemed appropriate by the class teacher, agreed within the relevant key stage
- All marking should be focused on the learning objective for that lesson (including key vocabulary)

Foundation Stage Marking

- LO will be marked in pink or green to indicate learning achieved.
- Good work will be rewarded with effort stickers and merit points may be awarded later in the year.
- Floor books will be used to collect evidence for the class

KS1 Marking

- Significant spelling errors (e.g. CEW & statutory spellings) that a child is expected to spell correctly but are spelt incorrectly are indicated in green. Children are not discouraged from trying to spell new and harder words.
- Good work will be rewarded through use of positive reinforcement.
- Where possible, live marking is used during lessons. This is known as 'verbal feedback'

KS2 Marking

- Significant spelling errors (e.g. CEW & statutory spellings) that a child is expected to spell correctly but are spelt incorrectly are indicated by circling in a green pen and identified by 'sp' in the margin. These words should be corrected at the end of the piece of work using purple pen: 3x in Y3, 4x in Y4, 5x in Y5 and 6x in Y6 during 'fix it' time. Children are not discouraged from trying to spell new and harder words.
- If a child has specific learning difficulties (such as dyslexia/phonics knowledge etc), teachers will take these into account when giving spelling prompts.
- Good work will be rewarded with merit points, indicated by an 'm' circled in pink.
- In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

LEARNING OBJECTIVES

Children need to know what (and why) they are learning in a lesson, and this will consist of a mixture of answering questions, having a specific outcome or learning different skills. Depending on the type of lesson, there are different ways of measuring the outcome and understanding at the end – this will be shared with the children at the start or even in the middle of the lesson. The main purpose of marking should be focused on the learning objective for that lesson.

English – children will use a full learning objective as lessons tend to focus more on specific skills

Science, geography, history, RE - will use a question or a title

PSHE, French, art, DT, computing – will use skill to be learnt/title when appropriate

'FIX IT' TIME & EDITING

We aim for children in Years 1-6 to be provided with time to edit work, improve work and respond to improvement prompts and targets where appropriate. For editing and 'fixing' to work well, children have to be responsible for changing and improving their own work. We encourage this to happen in a few stages and each time the writing gets slowly better. After the children have completed their independent write, the teacher must "mark" the work.

The teacher will use writing as an opportunity to model the editing approach and address misconceptions with the pupils, sharing strategies for making improvements within their work. This will focus on:

1. Find and edit spelling mistakes
2. Find and edit punctuation mistakes
3. Read the whole work to check it makes sense
4. Edit the vocabulary and sentences to add more detail
5. Children from Y1 -6 may be directed to use a 'purple editing pen' where the teacher and key stage systems deem it appropriate. This will make the edits easy to note.

SUBJECT SPECIFIC VOCABULARY

When marking work in a foundation subject (such as science, geography etc), teachers may concentrate on correction of subject specific vocabulary, instead of correcting more general spelling errors. Where children attempt to use new terminology, this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers are aware that different subjects may necessitate different forms of marking and assessment.

MARKING CODES

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code. Some additional age-appropriate elements may be included in some phases of the school. The following marking codes will be used in Years 1-6. There will be some flexibility to the marking codes, according to the teacher and task.

VF (pink)	Verbal Feedback given
T or TA (pink)	Teacher or Teaching Assistant support given
√ (pink)	Well done!
 (pink)	WOW vocabulary (under the word/phase)
 (green)	Significant spelling errors (e.g. common exception words/dates/statutory word lists) – circle the word/partial word and write 'sp' in the margin
 (green)	What do you mean? / This does not make sense (under the word/phrase)
___ (green)	Delete this (through the word)
// (green)	New paragraph needed (KS2 only).
 (green)	Missing word or phrase
 (green)	Missing or incorrect capital letter or other punctuation

SUPPORTED WORK

In KS1 and KS2 where children are supported with work, this will be indicated with a letter written in a circle (next to the title or date). Older children may write this if appropriate:

'VF' – verbal feedback given
'T' – teacher support
'TA' – teaching assistant
'G' – Guided work

CONCLUSION

This policy is not a stand-alone policy and therefore should be read in conjunction with the following school policies:

- Homework Policy
- Special Educational Needs Policy
- Assessment, Recording & Reporting Policy
- Teaching & Learning Policy