

Hurley Primary School



Feedback and Marking Policy

Updated: January 2023
To be reviewed: January 2025

Aim

Our aim is to enable each individual to develop to his/her full potential in all aspects of learning.



Children will be encouraged to work collaboratively and be actively involved in their own learning and assessment. They will be given regular feed back which is positive and informative and have frequent opportunities to reflect, self-evaluate, revise and edit their work.

We need to be clear about why we mark children's work.

- To provide positive, constructive feedback for children and enable them to reflect on and improve their learning. It is a means of drawing attention to learning points; regular formative assessment helps the teacher and child recognise the next stages of learning.
- It is a way of identifying and addressing misconceptions.
- It enables children to be INVOLVED in their learning.
- It is a means of giving praise and encouragement.
- It is a way of checking that the child has understood the learning.
- It gives accountability showing that the learning is regularly monitored and assessed.

Teacher Workload

Effective marking is an essential part of the education process as an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. Recent Government research has found that when teachers provide extensive written comments on every piece of work, there is very little evidence that this improves pupil outcomes in the long term. Therefore, feedback and marking should be used to ensure that it drives pupil progress but not as a task that provides unreasonable workload for teachers.

Types of Feedback

Whilst marking is a useful form of feedback, there are various types of feedback that are used at Hurley Primary.

- Written feedback after work completed – this may be a quick mark or more in depth
- Verbal feedback during lesson
- Children self-marking
- Peer-marking
- Live marking within lessons

Marking Differences Between Phases

As children are able to read and respond differently depending on their age and ability, feedback will look different in different classes and for different children. Early Years staff respond to children's work verbally (and usually at the point of teaching) although they will always 'mark' that the work has been assessed/discussed. Errors or misconceptions will be addressed in future learning, either for the whole class, in small group work or individually. In Year 1, much of the feedback will be verbal and this may continue into older year groups for children who are unable to read teachers' comments.

Guidelines for Marking

Writing

- All work will be marked in relation to the Learning Intention/ Success Criteria and the child's expectations (SPaG elements).

LI ✓ = The Learning Intention has been achieved

LI ½ = The Learning Intention has been partially achieved

LI • = The Learning Intention has not been achieved.

- Children's work should be marked in *green pen* wherever possible.

Highlighters/coloured pens should be used to aid the feedback process:

- A **green highlighter** should be used to indicate areas of success.
 - An **orange highlighter** should be used to highlight areas for improvement with guidance on what needs to be done – focus on editing spelling and punctuation, editing sentence construction and editing to extend (where possible).
 - **Purple pens** are used to indicate revisions and editions made based on peer assessment or teacher feedback. Purple pens are also used for self-marking.
- All recorded work must be marked on a regular basis, usually by the teacher and where appropriate by teaching assistants. In some cases, (where appropriate) the children themselves will mark their own work usually using purple pens.
 - Children who cannot read the teacher's comments will have them explained by an adult and we promote the use of 'live marking' to provide the children with instant feedback and guidance at the point of teaching, so children can make revisions to their work during the writing process.
 - The symbols 'T' or 'TA' will be used to indicate that the teacher/TA has spent considerable time supporting the child followed by a comment (if required) to describe help. The help given can be noted e.g. "T" scribed the opening of story.
 - During live marking, 'VF' can be used if there has been a 'briefer discussion' where a teacher or assistant has helped or reminded the child of a learning or improvement point. E.g. 'VF paragraphs.'
 - The Learning Intention (LI) and Success Criteria (SC) of the lesson will determine how a piece of work is marked e.g. looking for cause/effect rather than spelling.

Responding to feedback

In KS1: at the point of teaching through live marking, children will be given time to respond to suggestions from the teacher/teaching assistant.

KS2: Following the marking of longer pieces of writing (as identified on the English MTPs), children will make improvements to their work based upon their teacher's orange improvement comments. If this process is conducted regularly, it will have a major impact on improving children's progress and their attitudes to learning. Adequate time must be allocated to allowing children to make their editions – this will normally be a dedicated lesson at the end of a substantial piece of writing. Children will improve a part of their work that has been selected by the teacher. They will rewrite this part in purple pen. These improvements must be acknowledged by the teacher to ensure the child has managed to successfully improve the work.

Spellings

In writing, the teacher will underline up to three appropriate spellings for each child. Children must be given time to correct these by writing them out correctly a number of times (to be decided by the teacher). Use of dictionaries and word mats are encouraged.

Guided Reading

- Guided reading books will be marked during guided reading sessions, with the children. This will often be children self-marking their work using purple pens. A child will correct or improve their answer in purple pen and indicate this has occurred by writing VF in purple pen next to any improvements from whole class feedback.
- During sessions, the teacher or TA may talk through a response with a specific child or group. This feedback could be to spot and correct an error, prompt a child to develop a fuller answer or extend the child with further questions. An adult will mark VF in green where this verbal feedback is given.
- Therefore a purple VF indicates class feedback and a green VF indicates individual or small group feedback.

Marking Symbols

Teachers and TAs should indicate the level of support provided for a child. T or TA should be written on work where significant support has been provided. A child who has received initial support but then moved on to working independently should have T/TA written at the start of their work and then I to show when the work was completed independently.

Teachers and children need to use and be aware of the following marking symbols.

// = Paragraph required

/\ = Missing word/s

p• in margin = missing/incorrect punctuation

g• in margin = missing/incorrect grammar

sp• in margin = missing/incorrect spelling (UKS2)

t• in margin = missing/incorrect tense

— = relevant spelling mistakes will be identified (see above section concerning spellings) (KS1 and LSK2)

VF = A prompt /discussion/ verbal feedback has occurred.

Maths

Developed in conjunction with [NCETM Marking Guidance](#) and [Sutton Trust/EFF research](#)

Work will be marked in relation to the Learning Intention.

LI ✓ = The Learning Intention has been achieved

LI ½ = The Learning Intention has been partially achieved

LI • = The Learning Intention has not been achieved.

- In maths, teachers and TAs need to aim to address misconceptions where at all possible during the lesson.

- Following daily marking, teachers will need to address misconceptions in one of several ways:
 - Use small group/individual work time the same day to catch small groups up.
 - If there is a wider misconception or learning point which needs to be addressed with all or most of the class, the class teacher will adapt their planning to deliver a lesson or sequence of lessons to address this misconception.
- Children can self-mark (using purple pens) and this should be encouraged, particularly as children move through the juniors. This should help them to understand the strategies and concepts that they are confident with and those that they are not. Self-marked work should still be assessed by the teacher and signed off with the appropriate symbol, LI ✓ LI ½ or LI •
- In general, marking shouldn't be over cumbersome so that it takes away from time spent on designing and preparing high-quality lessons for the next session. This is a much more effective use of the teacher's time.
- Children will use VF in purple pen next to any improvements from whole class feedback.
- During sessions, the teacher or TA may talk through a response with a specific child or group. An adult will mark VF in green where this verbal feedback is given.
- Therefore, a purple VF indicates class feedback and a green VF indicates individual or small group feedback.

Other Subjects

Foundation subjects should be marked in their own right. Although it is essential to improve a child's learning and correct some grammatical/spelling errors, the content of the piece of work will be most important when reaching a judgement about whether the child has achieved the learning intention.

GD/WT in top corner of book

General Marking Guidelines

- When marking comments are made they must be a balance of:
 - Positive comments (or stickers) praising the child's effort, presentation or achievements.
 - Constructive criticism that will guide the child on how to improve.

There is a need to show a child that his/her efforts are valued, in addition to being "seen" or marked. Value is given to pupils' work when praise is given or work is properly mounted and used in some form of display or collection of work.

- **Avoid giving children work to copy**

Too much copying writing is detrimental to a child's writing development. UNLESS practising handwriting, children should be encouraged to produce their own writing, which can then be scribed, if necessary.

- **It is vital that assessments are used inform future teaching and learning**

To make efficient use of teacher time, teachers will plan to follow-up common errors or misunderstood concepts with the class or group.

- **Give time for children to reflect, self-evaluate, revise, edit and improve**

To produce HIGH QUALITY learning **time must be allocated** to enable children to reflect upon and to act upon marking comments.

- **Encourage responsibility for own learning and involve children in their learning**

Children should be encouraged and given time, wherever possible, to evaluate their work and work of their peers.

- To be able to self evaluate effectively **children must be clear of the lesson's Learning Intention and Success Criteria.**

Children should be taught to take a pride in their work - THINK QUALITY RATHER THAN QUANTITY

Dyslexia Friendly Marking: this applies to all children

- Keep advice clear and simple to understand.
- FOCUS on a few KEY spellings and on a specific learning point – don't overload with advice
- Allow ample time for children to reflect on advice. Where possible, use a TA to help with feedback.
- Use colour to mark
- Be positive, build on strengths,
- Praise and reward achievement, wherever possible
- Don't be negative or over critical.