

Marking and Feedback Policy



Cranbrook
Primary School

*Our Children Today,
Our Future Tomorrow*

Our School Vision

Ensure equity for all to address social disadvantage

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary

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Introduction

We believe Feedback and Marking should provide constructive comments to every child, focussing 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.

Aims

- Improves teaching and learning
- Improves attainment
- Ensures consistency of approach
- Improved planning informed by marking and assessment of work.

Principles

Here at Cranbrook we believe that Marking and Feedback should:

- Maintain and improve standards of work and presentation
- Inform children that their work has been evaluated by the teacher and how it has been assessed
- Give children positive feedback and specific information as to where success/improvements have occurred
- Identify points for improvement that are linked to the learning objectives
- Make reference to children's individual targets as appropriate
- Be used to inform planning
- Value the child's effort, giving recognition and appropriate praise for achievement
- Respond to individual learning needs, marking face to face with some and at a distance with others.

Implementation

- All marking on work should be completed in blue
- Marking includes verbal and written feedback.
- Feedback involves all adults working with children in the classroom.
- All work is seen and acknowledged by teaching staff.
- Give clear strategies for improvement based on the success criteria as agreed in the lesson.
- Allow specific time for children to read, reflect, and respond to marking.
- Encourage and teach children to self-mark and peer-mark wherever possible.
- Presentation, grammar, punctuation and spelling is marked in conjunction with the expectation for the individual child based on their previous attainment
- Consistent codes are used throughout the school for specific editing purposes. (appendix 1)
- Expectations of all work, including presentation, will be high. Children may be asked to repeat work if necessary.

- A system of next steps marking will be used for highlighting successes and highlighting improvements/ guidance. For further development (Appendix 2)
- When editing/self or peer-marking children should use a green coloured pencil in maths and a green pen in the other books.

Our feedback to pupils about their work should be positive, highlight achievement in relation to the learning objective and inform pupils of how to improve their work.

Using ideas recommended by Shirley Clarke, we use comments/prompts to 'close the gap' or extend children's learning in literacy, maths, and other subjects where appropriate. (Appendix 2)

We recognise that it is not possible to respond to all pieces of work in this way. We recommend that in literacy and numeracy, teachers mark in this way at least **once a week** on average, but in other subjects less often.

It is our intention that children from Years 2 to 6 should have opportunities and be encouraged to identify their achievements and where improvements are needed, independently. For this to happen, children need to understand the criteria used to assess work. Children from reception onwards should be encouraged to comment on their work.

We recognise that oral feedback is more beneficial than written feedback, especially with young children.

Guidance for marking other books including handwriting, homework and registration activities can be found as an additional document (Appendix 3).

Appendix 1

Accepted Written Responses for KS1:

Tick, smiley faces and/or simple comments about the work to the child to encourage reading and give pointers.

A Suggested Shorthand Marking Code for year 2- 6:

The main focus of all marking of writing should be composition. The coding should be available to children and staff in the classroom to check regularly.

KS1-Specific

** 2 stars for something that worked well

""1"" 1 wish for next step

KS2-Specific

WWW What went well

EBI Even better if

Years 2-6

• Good/correct • • Excellent

Sp Please check your spellings with a dictionary

P Please check your punctuation

Improve your vocabulary

Ed Something does not make sense – Edit your work

T Target – refer to your target

V Verbal feedback given

Next steps

Please Note: These codes should only be used at the end of a paragraph or piece of work. They should in no way indicate a specific word or sentence to be changed.

A target should be given at the end of a cold task which can be personalised to address any gaps – this may come from the marking ladder or an extra target

Appendix 2

Our feedback to pupils about their work should be positive, highlight achievement in relation to the learning objective, success criteria and inform pupils of how to improve their work. Using ideas recommended by Shirley Clarke, we use comments/prompts to 'close the gap' or extend children's learning in English, maths, and other subjects where appropriate.

This 'close the gap/next steps marking should be indicated on the work by the symbol of steps.

Examples of these in English may be:

- A sentence with missing words for the child to complete *I slept on a couch with my brother. As fast as .*
- Providing an example prompt, modelling two or three words or phrases
What did you see on the boat trip? Fish? Birds?
What mess did they make? They spilled drink? They dropped food on the floor? They knocked over the chairs?
- Asking for one or two new words
Can you think of a good adjective to describe the wolf?
- Asking for one or two sentences
Can you write a sentence about the things Tim likes doing? Think of a line that rhymes with power
- Asking for one or more sentences to be replaced/rewritten
Can you rewrite your last sentence in a way that is more appropriate for an adventure story?
- Asking for an improvement in the continuation of an extended piece of writing
Write the end of your story using a range of words for 'said'.

Examples in Maths may be:

- A procedure is explained / modelled and then a question(s) asked
- Model how to answer a question- ask children to correct 1 or 2 questions
- If a child has understood how to convert cm to m, an extension question may ask him/her to convert m to cm
- *Can you find any more lines of symmetry on the pentagon?*
- *A square has 4 sides and corners.*
- *Can you show another way to calculate 15% of 50?*

Some of the examples may also be suitable to use when commenting on work in other subjects.

Examples in Science may be:

- *You can use a sieve to separate from .*
- *Can you find out what other materials melt?*

Examples in History may be:

- *How do you think Howard Carter felt when he found the tomb?*
- *Can you write two sentences about Nelson Mandela's life since he was released?*

Appendix 3

Agreed Marking and Feedback System (Appendix 3)

Areas of marking	Approach to marking
English and Numeracy books	All pieces of work should be marked by the teacher. Occasionally a teaching assistant may mark the work of their focus group. All pieces of work should be marked in the Literacy and Numeracy books. The comments should relate to the learning objective, success criteria and or pupil targets. Extended pieces of work should include next step marking at least once a week . Secretarial mistakes which keep occurring should be marked. See marking policy for detail. Ensure blue pen is used for all marking.
Topic work	Topic work should be a range of short comments and next steps marking. Focus on presentation and misconceptions. See marking policy for detail.
Handwriting	Handwriting should be acknowledge during the session using the tick system ✓✓✓ = Excellent- Merits & Stickers ✓✓ ☒ ☑ ☐ ☐ ☐ ☐ = Good effort. Model letters for pupils. For Years 1, 2 and 3 children should be encouraged to judge their own outcomes and tick above the words they think are the neatest.
Registration activities	It is essential that pupils are provided with feedback from registration activities. Feedback can take the form of discussions, answer sheets, sharing work using the visualizer and peer marking.
Guided Reading	It is important to value the work during Guided reading sessions. The children should self-asses and peer mark each other's work.
Homework	All homework should be acknowledged by a comment from the teacher. In Years 1, 2 and 3 homework will be marked by the teacher and may be revisited in class lessons.
Peer Marking	Peer marking is a skill that pupils need to develop. Model and use the visualizer to support effective use of comments. Ensure pupils have regular opportunities to mark each other's work. Teachers need to acknowledge this type of marking.
Publishing of work	This can take place during handwriting sessions, writer of the week and reflection books. Licence of pens should be in place for all pupils by year 4 for English and Topic books. Pencil should always be used for Maths books.
Layout of books	The date should be recorded in all books although the short date should be in Maths book only. Do not start a new page for each piece of work. Rule off work from the previous day. There needs to be a margin for Maths books and fold down the middle of the page. Ensure pupils take care of their books including front covers. In years 3 upwards the learning objective will be recorded if appropriate. Learning objectives should be about the skills that the children are learning or using in that lesson.