
Totley All Saints
Church of England Primary School

Marking & Feedback Policy



*“I have come that they may have life,
and have it to the full.”*

John 10:10

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Marking & Feedback Policy

Introduction:

At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide, opportunities for self assessment. This policy & the practice that it reflects, has been agreed by staff in order to ensure consistency across the whole of the school.

Principles:

- Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.
- Whenever appropriate or possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- The emphasis in marking should be on a child's progress and achievement.
- Teachers should look for strengths before identifying weaknesses.
- Marking should be linked to learning targets and non-negotiables.
- Teachers should look for opportunities to provide positive public feedback concerning a child's work, e.g. *Child of the Day awards, Star Pupil weekly awards.*
- Marking standards and procedures should be consistent throughout the school/ Key Stages.
- Children should understand the marking criteria.
- Marking sheets can be used by teachers which give success criteria to mark against as well as set targets for improvements.
- Self & Peer Assessment sheets can be used by pupils to self assess against using pre-set Success criteria.
- Marks should be used to inform teachers' judgements concerning children's progress and to inform records and reports.

Guidelines:

The following agreed procedures for correcting children's work should be implemented by all staff:

- Children's work should be corrected as soon as possible after completion.
- Work should be corrected according to the curriculum focus i.e. in science, correct the science, not the English content.
- Correct work should be marked with a tick and a positive comment.
- Stickers & stamps are to be used in order to give visual positive feedback.
- Incorrect work should be marked with a cross and a brief written explanation.
- Where there are incorrect spellings, the teacher should make a professional judgement and underline words. They should write 'Sp' in the margin and include the correct spelling at the end of the text. The pupil should write the word out 5 times.
- When marking writing, punctuation should be corrected and inserted where omitted.
- When correcting maths work, wrong answers should be marked with a cross and corrections should be written separately.
- If a child realises they have made a mistake, they should use a bracket around the mistake followed by a cross.
- Children are to work in pencil in Numeracy.
- Staff are to mark in green pen.
- Cursive handwriting is to be used by teachers for any comments.
- All children must be given time to self-evaluate their work using a traffic light against the Learning Objective.
- Learnometers should be used to self-assess learning whenever possible & these scores or copied Learnometer sheets can be recorded in books to show that learning has progressed.
- Children are to be encouraged to reflect upon their work & marking comments & given adequate time to do this. Responses by the children on marking comments need to be encouraged; indeed evidence of this will be looked for as part of work scrutiny monitoring.





Monitoring and Evaluation:

Work will be monitored by the Executive Headteacher / Head of School &/ or subject leaders at different times in order to ensure that the marking policy is being followed. The desired outcomes for this policy are greater clarity amongst children and parents concerning achievement and progress and a whole school approach and consistency in marking.

The following appendices are for use by teachers as resources:



Marking Key

	<p>Your work is <u>excellent</u> and shows that you've <u>really understood</u> it! You are a star!</p>
	<p>Your work is <u>good</u> and shows that you've <u>understood</u> it! Well done!</p>
	<p>You've <u>almost got it</u> but you found some of it <u>difficult</u>. Keep trying!</p>
	<p>Whoops! You <u>didn't understand</u> this work and you need to keep trying hard!</p>





Marking

A few principles:

- Marking is absolutely crucial to learning!
- How much you value children & their learning can be seen through your books. If children feel valued they will respond – just like us!
- Remember that marking is your personal dialogue with the child – *your love letter!*
- The **Marking Key Poster** – symbols allow you to mark against the WALT (LO). LO must be absolutely succinct & child friendly!
- Be positive!! Stickers, stamps, praise should be oozing!
- Give opportunity for children to reflect on (give time) & respond to your marking (messages back, self evaluation, setting own targets). See it as a dialogue!
- Try to vary your feedback in terms of presentation to really grab the attention (**see Two Scores & a Goal / Two Stickers & a Next Step sheets**)
- Insist on the highest standards of presentation, handwriting, setting out – these are non-negotiable!

English:

- Marking must be more detailed in Literacy & give real feedback.
- Individual targets should be set from marking & can be put on the **My Writing / Reading Goals Cards which need to be attached to children's books.**
- Targets, Learning Ladders & feedback should all be joined up & move children on in their learning.
- Use the **Keys Handout** (adapt & edit for your needs) - individual reflection, Peer/Response Partners, teacher Mark sheets. See Key Handout - Self, Peer Assessment, Marking Aids all editable for your year group saved in ASSESSMENT FOR LEARNING & MARKING MATERIALS folder on X drive

Other Subjects:

- Marking is more difficult in Maths & less easy to set targets – particularly when you're often onto something else!
- Marking can be less detailed in other subject areas but must focus on correct use of English in order to provide evidence of good Writing in all subject areas.

Teacher & Pupil Correction in Literacy books



Corrections to be done in green.

Children to use any colour but green for self-assessment & editing.

Sp	Spelling Error	Underline incorrect word with a wiggly line. Written correctly underneath work to copy out five times.
Gr	Grammar Error	Underline incorrect grammar with a single line.
O	Punctuation Missed	Circle the omission of a punctuation mark or capital letter.
^	Missed Word	Used to show where a word has been missed
//	New Paragraph	Used to show where a new paragraph is needed.
→	Target Arrow	Used to show that this feedback is a target & needs to be written in your English Goals Book.
VB	Verbal Feedback	Verbal Feedback given to child.
SW	Supported Work	This work has been completed by the child but with the support of an adult (KS1).
IW	Individual Work	This work has been completed by the child without the support of an adult (KS1).

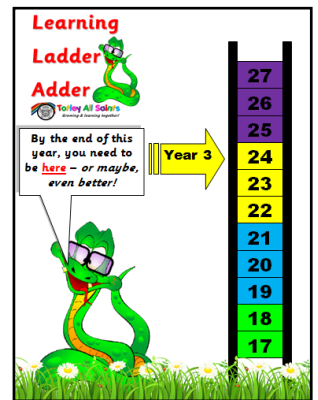
Presentation in Literacy Books:

- Numerical / full date on the left hand side top line.
- Miss one line.
- WALT / LO on the left hand side of the next line.
- **Y3-6:** Rule off bottom four lines to allow spelling practice. **Y2** Spelling corrections in margin.
- 8 lines or more left at the bottom of a piece of work, children should rule off and work underneath.
- Less than 8 lines, children start new page.
- Work for the Writing Portfolio and display each half term on the Writing Wall should be in blue handwriting pen.
- Work used for assessment purposes should be annotated as shown: D if they have had the chance to draft and improve, I for independent, P for work done in a pair, TA for assisted.

Level	Category	Curriculum Year	EYFSP Description
36	Secure	Lower KS3	
35	Developing		
34	Entering		
33	Secure	Curriculum Year 8	
32	Developing		
31	Entering		
30	Secure	Curriculum Year 5	
29	Developing		
28	Entering		
27	Secure	Curriculum Year 4	
26	Developing		
25	Entering		
24	Secure	Curriculum Year 3	
23	Developing		
22	Entering		
21	Secure	Curriculum Year 2	
20	Developing		
19	Entering		
18	Secure	Curriculum Year 1	
17	Developing		
16	Entering		
15	Secure	EYFSP 40-60 Months P3	
14	Developing		
13	Entering		
12	Secure	EYFSP 30-50 Months P7	
11	Developing		
10	Entering		
9	Secure	EYFSP 25-30 Months P9	
8	Developing		
7	Entering		
6	Secure	EYFSP 15-20 Months P4P5	
5	Developing		
4	Entering		
3	Secure	EYFSP 9-12 Months P2	
2	Developing		
1	Entering		

Learning Ladder Adders

- Learning Ladder Adders are our own system based on the STAT Sheffield Planning & Assessment Grids.
- Children should be used to these systems, but all classes will need to take time explaining the posters & Learning Ladder pages which need to be placed inside the covers of Maths & English books.
- All resources are saved on X Drive in the New Assessment from 2014 folder.
- For Maths**, I've followed the LOs for each ARE – although I may have juggled a couple around if I thought they fitted better under a different heading & if I couldn't fit them on the page!
- For Writing**, I've added the SPAG on as well. There is some overlap as they are divided into lower & upper key stage or where there is only Y6 in SPAG (but Writing goes up to lower KS3).
- For Reading**, I've also made grids that can be used with guided reading groups, etc.
- Children can self-assess using colouring in of the boxes as previously.
- Teachers can initial the box or tick three times in green pen when they think the particular statement has been attained
- The entering, developing & secure points need to be filled in when children have reached these points & at least once per term.
- Please note any necessary changes needed & tell me so that the Learning Ladder grids can be tweaked as necessary.
- PLEASE USE THESE TO THEIR FULL PURPOSE & KEEP THEM UP TO DATE! This will form part of the judgement in any work scrutiny that takes place.





Literacy Comments to Move Learning Forward

1. Put a connective here. Choose either suddenly, meanwhile...
2. Change this connective. Choose one of the following: at that moment, suddenly...
3. Re-read this sentence. Does it make sense? Should it be ... or ...
4. What piece of punctuation could you use to replace these 'ands'?
5. There is some information missing in this text. What could they use to climb over the tree?
6. You need to link the beginning of the narrative with the end of the narrative. For example...
7. How could you finish this sentence so that it makes sense? Try – Suddenly the heavens opened and raindrops the size of...
8. Try putting a feeling here.
9. What adjective is missing here?
10. You have opened your paragraph with a -ly word followed by an -ing word. Now try using a connective to start the next paragraph. (Give examples)
11. You have used ideas from the learning wall. You have said they were excited but how do you think they felt when...
12. Try up-levelling the sentence by using an adverb here. Choose from: slowly, extremely...
13. You have used lots of wow words! Now try starting a sentence with an adverb (give examples).
14. A very descriptive opening with lots of adjectives. Now choose 3 better verbs for how the character moves.
15. When do we use a capital letter? Look back at your work...
16. Check your writing. Should it be... or...
17. You've used the features of the genre. Remember to use paragraphs. Have a go at showing where the paragraphs start and end by using the symbol //
18. Close procedure. Try improving this sentence. Fill in the missing words- Secondly the --- h--- is ---

Numeracy Comments to Move Learning Forward



1. Remember which way round your numbers go.
(give examples)
2. Don't forget one digit per box.
(give examples)
3. Look back at the success criteria, number? Can you underline the key words and numbers.
4. What units of measure should your answer be in, circle the one you think.
Cm mm g kg (etc.)
5. Fantastic! You have followed the success criteria well – now can you do this challenge.
(write a challenge in their books)
6. You have worked hard to follow the success criteria, do you think you are ready to... (give examples)
 - add up with carries
 - subtract with exchange
 - divide with remainders.
7. You have achieved the learning intention, now do you think you can label the success criteria.
8. I'm tickled pink you have followed the success criteria and can now.....
Can you work this out (give an example)
9. Good estimating, you have followed the success criteria perfectly, now think what could be a different way to check your answer?
(e.g. with a calculator, using the inverse).