



John F Kennedy Primary School

Marking and Feedback Policy

Rationale

Marking and feedback should provide constructive advice to individual children, focusing on success and improvement to enable each child to become a reflective learner and to close the gap between current and desired performance.

Aims

Marking and feedback should:

- give children clear indication of what they need to do to improve
- provide continuity and a consistent approach
- celebrate children's effort and achievement
- encourage and motivate children
- signal if adult support was provided in class
- signal if further support is required before moving on
- support differentiation and recognise the individuality of each child
- develop children's ability to think about their work by asking questions and offering ideas or alternatives
- help in planning future learning

Key Principles

Our policy is underpinned by key principles:

Good marking practice

- Is carried out regularly
- Is consistent throughout the school
- Indicates strengths and improvement points
- Should be accompanied by verbal support and positive body language
- Shows that pupils' work is valued and provides the opportunity to praise, encourage and celebrate success
- Is integral to class activities
- Informs planning
- Will inform pupils, parents and other staff
- Will relate to the learning objective of the lesson

Details of how these principles are translated into practice

A General Guidelines

1. Feedback to pupils should focus on the learning objective (the WALT), the success criteria of the task and be mainly content related.
2. **Teacher Feedback presentation**

Comments for pupils to read should be written in clear, legible handwriting (using the relevant PenPals style for the year group) and using vocabulary that is appropriate to the age and understanding of the child.

3. EYFS Marking (Year 1 Transition)

In EYFS marking should take place with the child present whenever possible. This should be continued into Year 1 with some distance marking being introduced as pupils progress.

4. WALT (We Are Learning To...)

Research shows that pupils are more motivated if they understand the learning objective of the task. The main benefit for children is that by focusing on the learning objective, they begin to fully understand what they are learning rather than doing. The WALT (learning objective) is shared in class during lessons.

5. Starting written work

Pupils' work should start with:

- The date at the top – short form (e.g. 12.12.16) used in Maths and long form (e.g. Wednesday 12th December) used for all other written work.
- The underlined WALT (using a ruler) follows underneath the date (see section 5 below) as a title unless a marking sticker is being used. See below.
- To save time in KS1, teachers can place stickers in to children's books in advance of them starting their work. These stickers show the date and WALT and should be placed at the start of the piece of work in the children's books.

6. **Marking Stickers:** Children's work in English and Maths should be marked against the lesson's success criteria using marking stickers. Success criteria should be copied from teacher's planning but written in child-speak, using subject-specific vocabulary. When appropriate SC should be differentiated on marking stickers to support less able and challenge more able. An example of a Y3 English marking sticker is as follows:

WALT identify features of an Instruction Text.

- Introductory sentence / Closing paragraph
- List of what you will need
- Imperative verbs
- Sequenced steps
- Adverbs
- Time connectives



If the success criteria are non-chronological, like the example above, then they should be bulleted. If work success criteria follow a step-by-step guide to success then each step should be numbered.

7. **Marking Pen Colours:** Teacher marking should be in red and green pen (see below for further explanation for each subject).
8. **Marking Pen Use (for English and all other written work in books):** (see section B for marking pen guidance for Maths).

Teachers should underline children's written work (using a ruler) in red and green.

- Green underlining should highlight where a child has met success criteria. This should be reflected by a green tick next to the success criteria. Green underlining can also be used where other positive aspects of work are achieved. Constructive feedback or praise comments should be written in green at the bottom of the child's work.
- Red underlining or circling should highlight areas for improvement – an improvement point should be written in red as feedback at the bottom of the child's work and (if necessary) the success criteria bullet or number circled in red.

WALT identify features of an Instruction Text.

✓	• Introductory sentence / Closing paragraph	
✓	• List of what you will need	
✓	• Imperative verbs	
✓	• Sequenced steps	
○	• Adverbs	
○	• Time connectives	

9. Non-negotiables

Non-negotiables in terms of spelling, grammar and presentation must be understood by each class. These are evaluated and corrected as part of teacher marking and feedback. Teachers must insist on the expected standard of writing in all curriculum areas. Non negotiables include basic punctuation, letter/number formation, setting out, 'given' words copied correctly.

10. Feedback Codes

The following feedback codes should be used in children's books. The meaning of these codes should be explained to classes at the start of each academic year and as part of induction when new pupils join the school.



- **TT** This indicates 'Teacher Talk' and is used to show the teacher has talked to this child within the lesson. This may be because a misconception has been spotted in the child's work in the classroom. TT should be annotated in the child's book at the intervention within the child's piece of work.

- IR This indicates 'Individual Review' and is used during distance marking (i.e. when the teacher is marking books after the class has finished). It shows the work has been reviewed with an individual child if misconceptions were identified.
- GR This indicates 'Group Review' and is used during distance marking. It shows the work has been reviewed with a particular group of children if misconceptions were identified.
- CR This indicates 'Class Review' and is used during distance marking. It shows the work has been reviewed with the whole class if misconceptions were identified.
- NN This indicates 'Non-Negotiables' and is used if a child has made an error with a year group non-negotiable expectation (e.g. incorrect use of capital letters in Year 4). Children should change these errors during improvement time in class.
- TS This indicates 'Teacher Support' and is used if a child has received adult support in class during the piece of work.
- TAS This indicates Teaching Assistant Support

11. Praise stickers

If a child has produced a very good quality of work, praise stickers can be used in lieu of constructive feedback or comments. Shiny metallic stickers should be used for an exceptional quality of work.

12. General Comments

When marking stickers are in use, general comments can reflect effort or overall impression of a piece of work. Pupils will be able to see where they have and have not been successful on the marking sticker.

13. Improvement Time

In order for the marking to be formative, the information must be used and acted on by the children before moving on to the next topic or unit of work. Pupils must be given adequate time at the beginning of the next lesson or during designated time to respond to improvement prompts in their work, correct spellings or respond to other feedback from teachers.

14. Improvement Prompts

Useful 'improvement prompts' are:

- A reminder prompt
 - e.g. What else could you say here? Explain further.
- A scaffold prompt
 - e.g. What was the other boy doing? Describe the expression on the boy's face. The boy was angry and...
- An example prompt
 - e.g. Choose one of these or your own: He ran around in circles looking for the rabbit. / The dog couldn't believe his eyes.

15. Pupil Acknowledgement

In KS2 it is appropriate for pupils to initial teacher feedback and comments to indicate that they have acknowledged the feedback.

B Maths Marking & Feedback

A different system is used in Maths which is more effective for marking discrete maths skills and calculation methods. Work is marked using the traffic light colour system:

- Red dot for when the child has misunderstood the task or answered incorrectly
- Orange dot to indicate that they have almost understood but that the teacher will give further guidance during designated improvement time
- Green dot to indicate that the child has met the success criteria for the task and is ready to move on.

The agreed policy for the use of symbols is:

- ✓ tick for correct work and X for incorrect work
- _ underline for an inaccurate response or spelling to be corrected

Refer to section A above – parts 1-5 and parts 7-14 all apply to marking and feedback in Maths. Part 6 does not apply to Maths due to the use of an orange pen within the traffic light system.

Marking Pen Use (for Maths):

- Teachers should underline children's Maths work as explained above in section A. In Maths, teachers can also use the orange pen to circle the success criteria number (or bullet point) if they have understood but will need further guidance from the teacher in the next lesson.

WALT: use short division.

- ✓ 1) Set out the calculation 'bus stop'
- ✓ 2) Work from the left-hand side
- ✓ 3) Record groups of the divisor above
- ④ 4) Place remainders alongside next digit
- ⑤ 5) Solve with a remainder if necessary.



C English Marking & Feedback

Refer to section A above – all parts apply to Marking and Feedback in English.

All written work in English should be 'Quality Marked'.

- Successful aspects of the writing should be underlined in green.
- When marking stickers are in use, general comments can reflect effort or overall impression of a piece of work. Pupils will be able to see where they have and have not been successful on the marking sticker.
- Aspects of the writing that could be improved should be underlined (or circled) in red. An improvement prompt should be offered.

Spelling

- No more than 3 spelling errors should be highlighted within the child's work.
- The error should be underlined in red and the correct spelling should be shown in the margin preceded with 'sp.' to signal this is a spelling error to the child.
- The correct spelling should then be practised 3 times by the child, directly underneath the 'sp.' signal in the margin.
- Our School holds the Basic Skills Quality Award so attention must be paid to basic skills and non-negotiables in every piece of writing. These may form the basis of an improvement prompt. However these aspects should not distract children from the purpose of the writing.
- Children should be encouraged to check their work for spelling and punctuation errors at the end but should not be expected to correct all spellings.
- Corrections should be restricted to common words and target words using the LOOK, COVER, WRITE, CHECK method.
- Significant or common repeated spelling errors (e.g. February, Wednesday) will be used as teaching points in follow up lessons on for individual / group / class review.

D Improvements

A purple polishing pen should be used by pupils to demonstrate any improvements including:

- improvements suggested by in feedback
- improvements after any self-assessment against SC

Signed:

Date: February 2016

Review date: January 2017

Review Date	Changes made	Ratification Date by Governing Body
July 2015	Emphasis on improvement time. Addition of PenPal handwriting style.	9th Dec 2015
Jan 2016	Addition of guidance for use of feedback codes, marking stickers, marking pens colours and use, peer assessment, praise stickers. Restructuring of policy document.	2nd Feb 2016