Beeches Junior School

Marking and Feedback Policy

October 2016
Verbal Feedback
Our philosophy is that the most effective feedback is that which is given while the child is working, or soon afterwards, and takes the form of a discussion with the child, either individually or as part of a group.

Written Feedback/ Marking
(i) Our procedures are intended to take account of feedback from key stakeholders and the national agenda. We agree with the recent DfE review, which suggests that:
   - marking should be meaningful, motivating and manageable;
   - although there may be some value to “gap tasks”, the best way to enable children to make progress is to tailor future learning to meet their needs in future lessons.

(ii) Outcomes of a survey of our children:
   - 85.5% think getting team points for work is helpful
   - 78.3% in favour of “Well done” messages
   - 75.4% in favour of challenge questions
   - 88.8% in favour of spellings x3
   - 83.5% in favour of verbal feedback

Staff have said that, in general:
   - deep marking has an impact but the time spent writing these comments is disproportionate to the benefits they bring
   - juggling the four pens is a challenge
   - they would rather spend time planning high quality lessons

(iii) We have, therefore, looked to create procedures that do not add unnecessary workload to professionals therefore allowing them to have the opportunity to ensure that they meet children’s needs in the future.

Expectations
(i) Every piece of work marked by a teacher or TA. Self- or peer-marking acknowledged at the least. The expectation is, other than in unusual circumstances, work is marked prior to the next time that book is used.

(ii) Use a green pen with no highlighters. Correct or incorrect should be indicated with a modest sized tick or a cross. (N.B. Marking of whole text and parts of text follows different criteria - see Appendix 1.)

(iii) There is no requirement to write lengthy comments or gap/next steps tasks, although this can be done if it is felt that it will help the child to make progress.

(iv) Teachers’ handwriting should model the Beeches cursive policy.

Rewards
Achievement should be acknowledged. This can be done through stickers, stamps, comments and the award of team points- a maximum of three in very exceptional circumstances, but usually one or two.

Subject-specific
Maths
(i) Each task or question marked with a tick or a cross not one tick at the bottom of the page for the whole lesson.

(ii) Where a calculation error has been made in the child’s working out, this should be circled to support their corrections.
There should not be a page full of crosses - four or five incorrect answers in a row makes it clear that they have misunderstood and 6(i) is followed. If this occurs, stop marking that type of question. **Reading and Communication Skills - grammar, spellings, handwriting, Phase One in the Writer’s Journey**

Marked with a tick or a cross as in Maths.

If no other issues directed to correct, three incorrect spellings written with three bullet points beneath them.

(If everything is correct, you could put words for handwriting practice written with H.W. in the margin and three bullet points beneath them).

**Text (whole or part) writing (see Appendix 1)**

As writing is so complex, sometimes you will want to focus on their general writing strengths and areas for development rather than the specific grammar focus.

All written comments will be made in **green pen**.

Highlighting will continue to use the Go Green; Think Pink! method.

In **green highlighter**:

- **Zoom in!**
- You should not highlight the whole sentence in writing. That doesn’t guide the child to knowing what they have been successful in. Is it an effective word, phrase or clause? Have they demonstrated correct punctuation? Have they achieved that grammatical objective that you have been working on?

- **Don’t repeat!**
- If you’ve highlighted a full stop in the right place, don’t do them all. If you’ve highlighted the correct use of inverted commas, once will do. You might, however, highlight grammatical objectives repeatedly, for example, you might like the fronted adverbial ‘Just then,’ and ‘Sitting alone,’ and ‘When he arrived,’ so they all need highlighting. If ‘Just then,’ appears again, don’t highlight it, though.

In **pink highlighter**:

- **Be choosy!**
- What do you expect them to have achieved? If it’s a more challenging objective, don’t worry about it. UNDERLINE the word or phrase or HIGHLIGHT the area of missed punctuation, the lower case that should be a capital or v.v. or the incorrectly added punctuation. DO NOT highlight spellings. Write them as x3 on the teacher page. They should be taught to find the word in the text to improve. You may also like to demonstrate handwriting for them to copy on the teachers page e.g. wwwwwww _ _ _ _ _ _ WWWWW _ _ _ _ _ _ You may also need short notes on the teacher page e.g. write ‘you are = you’re but your = belongs to you’ or ‘I was, You were, He/she was, We were, They were’.

**Science**

A focus on marking the scientific content, not on English skills. Spellings of scientific vocabulary should be corrected.

Where there are significant spelling and grammatical errors, these should not be ignored. They can be tackled through future lessons or interventions.
6 People marking the books other than the class teacher

(i) Self-marking

It is acceptable for children to mark their own work when this can be done quickly and without detriment to their learning. Children should be trained to do this neatly. However, this should be done for the right reasons, and not just as a labour-saving exercise for teachers and TAs. When this is done, teachers should still look at and acknowledge the work, and use it to impact on planning, as described above.

(ii) Peer Marking

Our children have told us that they are not keen on peer marking, either as the marker or the recipient mainly because they worry about the quality of handwriting – either their own, or that of their peer. You should, therefore, give a small piece of paper for the marker to write their comments on and stick in, making it clear to any reader that it was peer marked. Fun ideas are a mobile phone template or a yellow post-it note that is fully glued in. Children should be trained how to do this with sensitivity towards the children’s feelings.

(iii) Supply teachers

Use the appropriate stamp neatly.

8 Other

(i) Impact on Planning

Instead of writing lengthy comments, it is intended that teachers and TAs will use the marking process to make adaptations to their future planning. This could be by writing lists directly on the planning or on a separate sheet. Colleagues are invited to do this in a way that works for them. The most important thing is that it should be increasingly evident that individual issues are being addressed in future lessons; where children are seen not to understand something, this is addressed, and it soon becomes apparent that they can do it.

(ii) Although this policy reduces the requirement to write detailed comments in children’s books, the need to have a thorough knowledge of what each child has achieved remains paramount; this is key to the planning process, and to children making progress.

(iii) Codes

WS: With support
HW: Handwriting
APPENDIX 1: Marking Requirements for Text (Whole or Part) Writing
As writing is so complex, sometimes you will want to focus on their general writing strengths and areas for development rather than the specific grammar focus.

When you do, you will need....

Text Marking Guidance

Green highlighter

Zoom in!
You should not highlight the whole sentence in writing. That doesn’t guide the child to knowing what they have been successful in.

Is it an effective word, phrase or clause?
Have they demonstrated correct punctuation?
Have they achieved that grammatical objective that you have been working on?

Don’t repeat!
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You might, however, highlight grammatical objectives repeatedly, for example, you might like the fronted adverbial ‘Just then,’ and ‘Sitting alone,’ and ‘When he arrived,’ so they all need highlighting. If ‘Just then,’ appears again, don’t highlight it, though.

Pink highlighter

Be choosy! What do you expect them to have achieved? If it’s a more challenging objective, don’t worry about it.

UNDERLINE the word or phrase or HIGHLIGHT the area of missed punctuation, the lower case that should be a capital or v.v. or the incorrectly added punctuation.

DO NOT highlight spellings. Write them as x3 on the teacher page. They should be taught to find the word in the text to improve. You may also like to demonstrate handwriting for them to copy on the teachers page e.g. wwww _ _ _ _ WWW _ _ _ _ _ _

You may also need short notes on the teacher page e.g. write ‘you are = you’re but your = belongs to you’ or ‘I was, You were, He/she was, We were, They were’. This doesn’t need to be sentences but if ignored will not improve.

All teacher/TA writing in green pen.