

Hatfield Heath Community Primary School

Marking and Feedback Policy

November 2016



Principles

Our Marking and Feedback Policy is based on the principles that:

- Children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning.
- Regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

Guidance for effective marking and feedback:

- Manageable for the teacher. The marking of writing and use of written comments should only be in depth when children are producing longer pieces of writing or their end of unit pieces of writing.
- There is a consistent approach throughout the school.
- Directly related to the WALT / success criteria (and learning that goes beyond the success criteria) or personal targets.
- Focuses on certain aspects of the work, not attempting to assess everything.
- Informs the teacher of learning needs, which can be incorporated into future planning and teaching.
- Informs both the child and teacher of what has been achieved and what needs to happen next.
- Provides children with the opportunity to read / respond to the marking.
- Children are given time to reflect upon and respond to their comments.
- Motivates and encourages all children by helping them to identify strengths and successes.
- Acknowledges effort alongside achievement.
- Promotes higher standards.
- Teachers, adults, children and their peers are all involved.
- The language used is consistent, unambiguous, and appropriate to the child's level of development.
- Applied across maths and writing but the depth of this marking will vary depending on the piece of work.
- Relative elements of marking will be introduced during Reception, in preparation for Key Stage 1, although it is expected that children will be given more oral feedback at this stage.

Guidance for marking symbols:

- Teachers and LSAs must use the agreed marking symbols.
- The agreed marking symbols must be displayed in every classroom (A3 posters). They should be shared with the children and the children must understand what these symbols mean.
- Green symbols (highlighter for teacher marking and coloured pencil for pupil marking) identify aspects, relating to the WALT or success criteria, draw attention to errors or areas for development. This is referred to as 'green for growth'.
- Pink symbols (highlighter for teaching marking and coloured pencil for pupil marking) identify aspects, relating to the WALT or success criteria, which have been achieved or identify excellent standards. This is referred to as 'tickled pink'.
- Teachers and LSAs should comment using green and pink biro if comments are linked to 'green for growth' or 'tickled pink' and blue biro for any other marking.
- Where children write peer or self-assessment comments these should be written in normal pen or pencil following a green or pink bullet point.
- Where children add in punctuation or words to their writing, redraft a sentence or paragraph or write additional sentences into a piece of writing following marking they should write this in purple biro pen so that the improvements are clear. The area that they are redrafting or improving should be circled/boxed or underlined in green by either the adult (green highlighter) or pupil (green pencil).

Teacher/LSA marking and feedback should take some of the following forms:

- The use of 'green for growth' and 'tickled pink' symbols (see above).
- Areas of success to be shared (and to link specifically the WALT or success criteria) either by underlined highlighting in pink (English) or ticking (Maths) and/or by written comments.
- Next steps to be shared that relate directly to WALT or success criteria and can be acted upon by pupils. This may take the form of underlined (or other) highlighting in green (English) or a green mark by an incorrect answer (Maths) and/or by written tasks linked to areas that need improving.
- A request to do some corrections.
- Verbal feedback to be acknowledge in books.
- Use of continuous oral feedback.
- Use of the visualise and mini plenaries to model and share good examples.
- Teacher or LSA modelling in books.
- Asking children to check their work again referring to success criteria (with time given to do so).
- Opportunities for children to self and peer assess (with time given to do so).
- Drawing attention to how children have moved on in their learning.

Notes for teacher and LSA marking and feedback

- Teachers' and LSAs' handwriting needs to be legible and in accordance with the handwriting guidelines for that particular year group.
- Teachers and LSAs must use the correct colour pens/highlighters when marking work.
- Teachers and LSAs should be careful not to highlight every correct spelling but persistent errors should be commented on, and incorporated into planning.
- Teachers and LSAs should ensure that they use the marking symbols effectively to provide opportunities for children to identify their own mistakes and to not correct every mistake for them.
- Marking and feedback is most effective in the presence of the child or children.
- Cover, supply and trainee teachers should be provided with copies of the marking symbols and should mark and initial work.

Guidance for self and peer-assessment

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against the WALT and agreed success criteria. This could take place at any point during a lesson. Children will need clear modelling and training in how to peer and self-assess meaningfully and time must be planned into lessons to make improvements. Self and peer-assessment should take the form of verbal feedback and marking.

Notes for peer and self-assessment

- Children must be taught how to use the agreed marking symbols.
- Children must record that peer or self-assessment has taken place (including verbal) using the appropriate symbols. If peer-assessment has taken place the other child's name should be recorded next to the peer-assessment symbol.
- Children must peer or self-assess using green or pink pencil and presentation must be of a high standard.
- Children must be trained how to write 'green for growth' and 'tickled pink' comments against the success criteria and comments need to be written in normal pen or pencil. The complexity of these comments should be age and stage appropriate.
- Peer assessment must take place in partnership so that feedback is being provided directly. It should not take the form where children swap books and peer-assess the work as individuals.
- When children are commenting in other children's books it must be of a high standard.
- Teachers should check the quality of peer and self-assessments made by the children.

Monitoring

Marking and feedback will be monitored by the English subject leader and the Senior Leadership Team, through taking in samples of books and through lesson observations.

Appendix

English success criteria grid

- Success criteria grids should only be used for longer pieces of writing at the end of a unit however they may be used for shorter pieces of writing and in maths where there are steps for a strategy.
- The children can use dots to mark, when they have met a particular success criteria, in the boxes alongside the statements.
- Teachers may highlight the success criteria but this is not necessary particularly if examples of success or areas for improvements relating to the success criteria have been highlighted within children's work.
- 'Green for growth' and 'tickled pink' comments can be written in the box alongside the success criteria or the box should be removed and these comments should be written within the margins or below writing if they relate to particular parts of the work.

Example

Success Criteria		
Ambitious Adjectives		
Commas between adjectives		
'and' and 'but' to extend		
', which' to extend		
'with' or 'that' to extend		
Commas to list 3 descriptions		
Similes		
Other extending connectives		