

Marking Feedback

POLICY

School Name

St. Andrew's Southgate

Updated

October 2024

Review Date

October 2026



Do justice,
love kindness
and walk humbly
with your God Micah 6.8

At St Andrew's Southgate, we acknowledge the important role marking and feedback plays in a child's learning. We believe marking and feedback should be constructive for every child, focusing on success and improvement needs against learning objectives and success criteria; supporting children to become reflective learners and recognising achievement and encouraging progress. High standards of presentation are expected in all work across the school to ensure consistency and progression.

Principles

Marking and Feedback should:

- be manageable for teachers;
- relate to learning objectives and success criteria and shared with the children;
- be consistent throughout the school with agreed marking codes;
- involve all staff working with children in the classroom;
- give pupils the opportunity to critically analyse their own work against clear objectives and success criteria
- set time for children to read, reflect and respond to marking, verbally or written;
- inform planning and individual targets;
- be planned or spontaneous;
- be in meaningful child friendly language;

Marking in the Early Years

In Reception and at the beginning of the year in Year 1, the teachers focus on giving oral feedback to the children but they may write a comment with the child. Staff also annotate the work as part of the process of gathering information for the EYFS. This can carry on into KS1 in some instances in that it is expected that pupils will often have work marked with them rather than after the lesson.

Highlighting

In all feedback green highlighting is used to indicate children's success and demonstrates where there is evidence of learning objectives and success criteria being achieved. The purpose of this method of feedback is to inform the pupil of how well they have fulfilled the success criteria and understood the learning objective and to give them a focus in order to improve their work.

Yellow highlighting indicates something that needs to be improved. Children learn to identify and respond to the yellow highlighting presenting their improvements in red pen.

Detailed Marking

Where appropriate, in English and Maths children are expected to respond to improvement prompts. There are three types of improvement prompt:

- A reminder prompt - More suitable for the more able pupil this simply reminds the pupil of what can be improved e.g. Say more about how you feel about this person.
- A scaffold prompt - More suitable for pupils who need more than a simple reminder; this prompt provides some support e.g. a question, a directive.
- An example prompt - A suitable prompt for all but especially average or below average pupils, this prompt gives the pupil a choice of actual words or phrases.

Classroom time is given during the week to make this improvement.

Marking to Improve Basic Skills

Marking of presentation, punctuation, grammar and spelling must be ongoing and needs to follow the same approach as the response to feedback model in that pupils are given time to follow up suggestions for improvement. These will also be linked to individual targets. Spelling errors need to be highlighted in yellow and an opportunity for pupils to write out the incorrect words. Number reversals in maths need to be highlighted in yellow and an opportunity for pupils to write out the numbers correctly.

Assessment for Learning

Assessment for Learning is a key part of the marking at St Andrew's School. Although marking in Maths and English differ, the key to effective marking and feedback in both subjects is assessment for learning. In Maths teachers assess prior knowledge in order to ensure gaps are filled and the more able are adequately challenged. A pre-assessment task called a cold task will be set by the teacher at the start of a unit of work. The level and need of the children is ascertained and appropriate activities planned. The final task is marked against the same criteria in order to assess progress and identify gaps in learning.

Peer-assessment

Children sometimes mark work in pairs. The following points are important:

- Children need to learn to do this through modelling with the whole class
- Children should identify things that match the success criteria and then suggest a way to improve the piece against the learning objective
- Dialogue should be between the children rather than one being the 'teacher'.

Marking Homework

When marking homework it is acceptable to acknowledge that the homework has been looked at but as homework is set to consolidate work done in class it is not necessary or appropriate to use the success and improvement model or to make lengthy comment.

Assessment and marking in English.

- Pupils number the margin to identify where each objective is in their work and if necessary, underline part of the text.
- At the end of the unit of work, the final piece of work will again be critically analysed by the child on their own, in groups or in pairs and judged against
- the objectives. This is known as the "hot task". Any objectives not met will be addressed by the child in the form of a response task and a speech/ thought bubble about one thing they have learnt.
- The teacher will provide Learning Objectives and success criteria for each lesson to support the pupils' learning.
- Good examples of work will be highlighted in green. Areas for development in yellow.
- Basic skills and misspelled High Frequency words are corrected. Spelling areas are identified by the teacher and the pupils add to their spelling list at the back of their books



St Andrew's Southgate Primary School (CE)

Marking Codes

<u>Code</u>	<u>Meaning</u>
SP	There is a spelling error on this line. <i>Please correct the spelling error.</i>
DWT	Discussed With Teacher. <i>You have spoken to your teacher about a misunderstanding in your work.</i>
TS	Teacher Support. <i>Your teacher has supported you with this task.</i>
TAS	Teaching Assistant Support. <i>You have been supported by a teaching assistant in this task.</i>
Green Highlighting	Evidence of how you have met the learning objective and/or success criteria. <i>Well Done!</i>
Yellow Highlighting	You have made an error or have a misconception of the task. <i>Please use a red pen to correct your work.</i>
<u>Presentation in Literacy Year 1 and 2</u>	
<ul style="list-style-type: none">• The full date and LO should be printed out and stuck in.• Success criteria should be neatly stuck in for extended writing.• Start every line against the margin.• Write on the line.• Always use your best handwriting.• Leave finger spaces.• Do not scribble on your book.• Sheets are neatly trimmed and stuck in straight.	




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	<u>Presentation in Literacy Year 3 – 6</u>

- The full date should be written against the margin and underlined.
- The LO: should be written under the date and underlined.
- Success criteria should be stuck in for extended writing.
- Start every line against the margin except when starting a new paragraph.
- Form letters on the line.
- Always use your best joined up handwriting.
- If you gain a pen license always write with a school handwriting pen.
- Under no circumstances is scribbling acceptable.
- Use a ruler to underline.
- Sheets are neatly trimmed and stuck in straight.

Assessment and Marking in Maths

- Each new unit of work begins with a pre assessment (cold task). A selection of questions designed to assess the child's proficiency in the objectives planned to be taught. The assessment is done before the planning as the planning will be determined by the results.
- Gaps in the pupils' knowledge are addressed in the planning and teaching.
- Planning will be flexible and teachers engage in a cycle of assessing, marking, planning and teaching .
- Pupils correct their errors in red. This can be done independently, with peers or with an adult. If all answers are correct, the teacher provides the pupils with a challenge comment or task.
- After the cold task, pupils are invited to look at their work and identify areas they need to work on in order to make progress
- In the final assessment (hot task), any misconceptions or errors are addressed. If a group of children have the same misconceptions, these are addressed in an objective focussed intervention planned by the Inclusion Manager and class teacher.

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	<u>Presentation in Maths Year 1 and 2</u>
<ul style="list-style-type: none"> The short date and LO should be printed out and stuck in. Always write in pencil. Always use your best handwriting. Use a ruler to draw straight lines. Do not scribble on your book. Sheets are neatly trimmed and stuck in straight. 	



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Presentation in Maths Year 3 – 6

- The short date should be written in the top left corner and underlined.
- The LO should be written in the top left corner and underlined.
- Always write in pencil.
- Always use your best handwriting (joined up when writing explanations)
- Use a ruler to draw straight lines.
- Under no circumstances is graffiti acceptable.
- Sheet are trimmed neatly and stuck in straight.