



The Three Rivers Federation

Owner	T&L
Approver	P Grierson
File Reference	Three Rivers T&L

DOCUMENT TITLE : Feedback & Marking Policy

Version	Summary of change	Reviewer	Date	Approver	Date
May 18		P Grierson	May 18	FG	May 18
March 18		P Grierson	March 23	FG	15.03 22

Feedback & Marking Policy

Rationale

This policy sets out how we respond to children's work and highlights the minimum expectation for the production and presentation of their work. Responding to children's work is a key tool in the development of children's learning. The way in which teachers and teaching assistants respond to a piece of work can be vital in the way in which a child perceives the value of that work. We should ultimately strive for the child/learner to become self-evaluative, so that he/she plays an integral part in the learning process.

This policy deals with the following areas separately, but they are inevitably linked in terms of the quality of the work produced:

- Response Children's work, both oral and written
- Presentation of written or recorded pieces of work

Response to Children's work

Response to any piece of work, whether the work itself is performed, drawn, written or recorded should be:

- Positive and encouraging and in response to the focus of that piece of work.
- In a form that is relevant for the age or ability of the child. This may be in the form of an oral or written response.
- Useful to the child and showing them how to progress in their learning. When setting the work the expectations should be explicit.
- Identifying how well it has been completed, in relation to the learning objective, and what can be done to improve it i.e. next steps.
- Teachers should comment on presentation if not it is not meeting the required standard or if it is exceptional and deserves praise.
- Reflected upon by the child and teachers must provide opportunities for this.
- In conjunction with the children where they have opportunities to mark their own work set against agreed success criteria.

Marked at one of two levels:

A written response acknowledging progress made and learning achieved with a point for future development

Or

A tick, and initialed to show the child that the work has been acknowledged by the teacher.

This second level will often be the case when a supply teacher has delivered the teaching. (It is not always necessary for a piece of work to be marked with a full written response. It will depend upon the nature of the learning taking place).

Work may be recorded on paper as part of the lesson and this recording is soon discarded. This may occur if the learning focused on the process of recording rather than the written outcome. This work will clearly not receive a written response.

Symbols and prompts used when marking a piece of written work:

Spelling Mistakes – Underline and, where appropriate, write the correct spelling in the margin or above the word. Key Stage 2 children should have time to write out their spelling mistakes, using a purple pen.



- Capital letter or punctuation needed



- Word or phrase missed out



- Does this make sense?



- good work



- excellent work

All marking should be done in green pen.

CR = Child Response needed. Key stage 2 children will write with a purple pen so we can clearly see the response. The child's response will sometimes be recorded by the teacher, using a purple pen, in Key Stage 1 and Foundation Stage. The aim will be that children in Year 2 will be encouraged to record their own responses in the Summer Term.

V = verbally discussed with the child

Symbols and prompts specific to marking maths:

• – needs correcting

Presentation of Children's Work

These following points should be adhered to wherever possible, to ensure consistency throughout the school:

- All work should be dated – long dates in English books for Key Stage 2, short dates in others
- Titles should be clearly identified. This should include, where appropriate, the actual focus for the learning (it could be in the form of a subtitle). Titles should **not** be underlined
- If mistakes are made the pupil should be encouraged to correct them independently. A rubber should be used for work in pencil and in non-presentation work; in written work the children should bracket the mistake and put a small cross e.g. (mistake)x
- Where a mistake has been made on a final piece of presentation work, a piece of paper should be stuck over the mistake and the correction completed on the inserted paper.
- All exercise books must be kept clean and free of doodlings and graffiti both inside and on the cover
- Exercise books should have the appropriate subject label covered with clear, self-adhesive plastic.
- All work on paper should be clearly named.
- For display work plain paper should be used (with guide lines) for all writing and written recording (hole punched paper does not look effective).
- Where a work sheet is being used or pages from a textbook are being worked from then the title or page reference number should be recorded.
- Where first draft pieces of work are displayed and may not be to 'presentation standard' then the specific purpose for that piece of writing needs to be displayed as well.
- All diagrams should be drawn in pencil.
- Straight lines should be drawn with a ruler, except for art where sketching is the focus.
- Blue pens should be used for writing and recording in ink.

Presentation Specific to Mathematics

- All work should be completed in pencil unless colour is useful for the activity undertaken.
- The title should appropriately reflect the learning/practice being undertaken.
- Every question should be numbered or identified correctly.
- Incorrect answers should **not be erased** but should be crossed out by a single line. The child should record the correct answer next to the original incorrect one.
- Where appropriate to learning, each digit within a number should be recorded in a separate square on the page, unless plain paper is used. This is helpful with the understanding of place value within a number.

Appendix 1 – Clyst St Mary School

Written Work	
<u>underlined</u>	Spelling mistake
○	Capital letter or punctuation needed
^	Missing word or phrase
?	Does this make sense?
✓	Good work
✓✓	Excellent work
CR	Child response needed
V	Verbally discussed
Maths Specific	
●	Needs correcting

Stoke Canon CofE Primary School
Agreed marking codes:
EYFS and KS1

	Effort You have worked hard	
	Verbal Feedback	
T ✓	Discussed with pupil Acknowledged work	
I S G 	Independent Supported Group Work	

	Next steps

Stoke Canon CofE Primary School

Agreed Marking codes KS2 –

And more able KS1 when ready

	Effort You have worked hard	
?	We need to review this or talk about this	
I T G	Independent Teacher Group Work	
	You've made a spelling mistake.	
	There is something missing here.	
	Next steps	
	Missing or incorrect punctuation (e.g. a C inside for a missing capital)	
✓	Work has been looked at	

	Something doesn't make sense
C U B	Confidence Understanding Behaviour
	New paragraph
	House Points

WORK SCRUTINY

Class:	Subjects/Books:		
Date:	Monitored by:		
	Yes	No	Comments
Work marked regularly?			
General presentation?			
Evidence of teachers using Marking codes?			
Evidence of LO?			
Targets clear for pupil?			
Success comments written?			
Improvement comments written?			
Evidence of pupil response to teacher comments?			
Evidence of self assessment by pupils?			
Evidence of peer assessment by pupils?			
Is the level of work age related?			
Evidence of differentiation in books?			
Evidence of challenge within books?			
Evidence of high expectations in books?			
Evidence of progression in work?			
Evidence of progression in planning?			
Evidence of extended independent learning			
Ofsted Grade Descriptors			
Outstanding	Good	Requires Improvement	Inadequate

Marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.	Teachers assess pupils' progress regularly and accurately and discuss assessments with them so that pupils know how well they have done and what they need to do to improve.	Pupils are informed about the progress they are making and how to improve further through marking and dialogue with adults that is usually timely and encouraging. This approach ensures that most pupils want to work hard and improve.	Teachers do not have sufficiently high expectations and teaching over time fails to excite, enthuse, engage or motivate particular groups of pupils, including disabled pupils and those who have special educational needs.
--	--	--	--

WORK SCRUTINY

Areas of strength:

Areas for Development: