

Tonge Moor Primary Academy

Marking and Feedback Policy

Introduction

This policy gives guidance to staff on the purpose, types and frequency of marking. The marking policy belongs with the policies on assessment, record keeping and recording.

Purpose of marking

- to encourage a higher standard of achievement;
- to develop children's knowledge and understanding of what they need to do to achieve the learning objective or to develop skills further;
- to inform the teacher of a child's progress and needs for future planning;
- to provide feedback about current work;
- to demonstrate the value of a child's work;
- to allow for self and peer assessment, so that children are fully aware of what they need to do to achieve the learning objective and they are also aware of their next steps.

Guidelines

The following procedures should be implemented by all staff marking work:

- marking may take place during the lesson which allows for immediate feedback;
- relief teachers should mark all work and return it to class teachers;
- most work will be marked before the next session of that subject, however, in the case of a long-term project it may not be marked until the completion of the project;
- during English and Mathematics lessons, teaching assistants should mark their guided group books according to the marking code, which will be displayed in classes; teachers will provide instant feedback for their guided group and quality mark half of the remainder of the books.
- The remaining books should be 'Quick marked';
- children who have indicated to their teacher that they have not understood the objective by colouring the face red or yellow should receive detailed marking;
- Mathematics lessons may require work to be 'quick marked'.
- teachers should use their discretion with all other subjects;
- self-assessment and peer marking should be encouraged and used when appropriate;
- marking should reflect the success criteria (based on the learning objective) for each activity or be based on improving basic skills;
- children should be encouraged to be 'first markers' and aim to edit, correct and improve their work before giving it to the teacher for comment or marking;
- errors should be looked on in a positive manner, giving the children areas to focus on for improvement;
- children must be given time to read comments
- time should also be given for children to respond (RAR) to comments made and 'fix' their work;

- 'RAR' time should be a maximum of 5 minutes (if longer is required the objective may need to be covered again either as whole class or as part of a target group);
- marking provides a formative assessment record and should be used to inform planning;
- where a child has not met the success criteria for a particular learning objective, the work should be revisited (the same day if possible) and should be marked in detail;
- marking should be consistent throughout the school, following the given code which allows manageability;
- marking codes must be displayed in each classroom and children must be made familiar with these codes;
- where the work has been discussed in detail with a child, a full written comment need not be given (highlight VF);
- not every spelling mistake should be corrected, only those words that a child should reasonably be expected to know and only enough mistakes to enable the child to learn from the corrections;
- a squiggly line should be drawn under a spelling mistake and the correct spelling should be written above.
- Marking should be completed in green.
- 'RAR' should be completed in pencil for KS1 and pencil/pen for KS2.
- Teacher should highlight I (independent work) or S (supported work).
- Teacher to highlight T when marked by themselves.
- Marker should highlight 1, 2 or 3 (1 low, 3 high) star for handwriting quality.
- Teacher should highlight VF if verbal feedback has been given.
- Anyone other than the class teacher to highlight TA or O when marked and give verbal or brief written feedback to the class teacher.
- When peer marking children should highlight peer and highlight in a highlighter other than yellow or orange.

Monitoring implementation of the marking policy

This policy will be monitored through:

- Regular scrutiny of pupils' work (to be carried out by senior staff);
- sampling books across subjects (to be carried out by senior staff);
- discussions with staff and pupils (to be carried out by senior staff);
- observations of lessons (to be carried out by senior staff).

Implementation

- Marking should reflect the success criteria (based on the learning objective) for each activity or be based on improving basic skills.
- To aid transition between key stages marking procedures from any key stage can be applied when necessary.

Marking Code

Foundation Stage

- All key group leaders will maintain individual learning journeys, linking all evidence to the EYFS Profile and the Development Matters of the EYFS.
- Anyone other than the class teacher to initial work when completed.

Key Stage 1

Teachers will complete detailed marking for ¼ of the class every lesson and for children who have partially or who have not achieved the success criteria.

They will stick in the learning objective and success criteria every lesson.

They will also award a star handwriting mark (* low *** high, children who receive a 3 can write in a teachers special pencil or pen the following session).

Detailed Marking:

Teachers must:

- Highlight the LO if the child has fully achieved all parts of the SC – you then do not need to highlight the individual SC if all are achieved
- do not highlight the parts of the LO and SC which the child has not achieved;
- children must colour the smiley face red (don't understand) yellow (partly understand) or green (fully understand) and if there is a SC use this as a checklist;
- teachers will stick a symbol below the LO which tells the child something they have done well or in Mathematics teachers will highlight the LO and SC;
- teachers will highlight S if the work is supported;
- highlight who has marked the work T (class teacher) TA (teaching assistant) O (other: supply, another teacher etc.);
- children will then tick next column to say they have seen this.

All subjects apart from Mathematics

LO: To write a caption.			✓
S VF	T TA O Peer	* * *	
 Capital			✓

Please note: The use of marking stickers can be adapted when the children can do the basic stickers skills and instead a challenge or SC can be written where the sticker would usually go.

Numeracy

LO: To explore length.			✓
S VF	T TA O Peer	* * *	

SC:	√
I can measure length using cubes.	√
I know it means how long something is.	

Create a 'RAR' on based on basic skills and write this 'RAR' next to a box.

Example:

→ Explain how you could measure the height of the door.

Then highlight, in orange, the basic skill in the work that needs fixing. The use of marking stickers can be adapted when the children can do the basic stickers skills and instead a challenge can be written where the sticker would usually go.



In some cases (particularly when there is a whole class misconception or the whole class has fully achieved the LO and therefore they need a challenge) teachers may place a bronze, silver or gold 'RAR' on the board the next lesson. If so the teacher would write the words bronze, silver or gold next to the 'RAR' box so that the children know which RAR to complete.

Children must mark their teachers marking by reading and ticking the 'RAR' box. Children should then do the 'RAR' task ('RAR' tasks should take no longer than 5 minutes).

Quick marking

Teachers will use ticks, stamps AND stickers if the children's work is really good. If children have made a mistake, teachers will put a dot next to the answer. They will highlight the marking checklist but not write a RAR box. If the child has not achieved the learning objective, then work should be detailed marked.

Peer marking

Peer marking should be completed in a different coloured highlighter and highlighted peer followed by the child's initials.

Pupil response

Time should be given at the start of a lesson for children to respond and 'fix' work, TA's and teachers should read comments to children if necessary. RAR time should be no longer than five minutes.

Key Stage 2

At key stage two the following marking code will be implemented:

Teachers will complete detailed marking for quarter of the class every lesson and for children who have partially or who have not achieved the SC.

They will stick in the LO and SC (checklist) every lesson.

Children must add one personal target on the bottom of the SC which they will work on that lesson.

They will also award a star handwriting mark (* low *** high).

Detailed marking

Teachers must:

- Highlight the L.O. if the child has fully achieved all parts of the S.C. – you then do not need to highlight the individual S.C. if all are achieved
- do not highlight the parts of the LO and SC which the child has not achieved;
- children must colour the smiley face red (don't understand) yellow (partly understand) or green (fully understand) and use the SC as a checklist throughout the lesson;
- teachers will highlight S if the work is supported;
- highlight who has marked the work T (class teacher) TA (teaching assistant) O (other: supply, another teacher etc.).

LO: To write a set of instructions.			✓
		* * *	
VF S	T TA O Peer		
SC:		Self Assessment	
		✓	
I have included an opening paragraph		✓	
I have included a 'you will need section'		✓	
I have included detailed steps.		✓	
I have included a closing paragraph.		✓	
I have used imperative (bossy) verbs.		✓	
I have included a rhetorical question.		✓	
Use three adjectives.		✓	

Create a 'RAR' based on the SC; a basic skill which the child needs to practice or a next step at the end of pupil's work (see example below).

E.G. → *Punctuate the sentence for possession:
The Queen's dog was happily wagging its tail.*

In some cases (particularly when there is a whole class misconception or the whole class has fully achieved the LO and therefore they need a challenge) teachers may place a bronze, silver or gold 'RAR' on the board the next lesson. If so the teacher would write the words bronze, silver or gold next to the 'RAR' box so that the children know which RAR to complete.

Children must mark their teachers marking by reading and ticking the box next to the smiley face. Children should then do the 'RAR' task. ('RAR' tasks should take no longer than 5 minutes). The next day teachers should highlight the child's response in yellow (achieved). **If the RAR is not achieved the Teacher needs to address this and provide feedback to the pupil.**

- If teachers spot a spelling mistake of a key word they will underline the spelling and write correct spelling above the word.

hello
hullo

In addition to this, pupils personal errors will be added to their individual word bank (on a folded sheet in the back of their book). Common spelling errors will be displayed on the English working wall.

- If teachers spot missing punctuation, they will highlight the area in orange where the punctuation is missing. Children must then write the correct punctuation above or on the highlighted space.

molly was late for schoolg

Quick marking

Teachers will use ticks, stamps AND stickers if the children's work is really good. If children have made a mistake, teachers will put a dot next to the answer. They will highlight the marking checklist; underline and the correct spellings and highlight missing punctuation in orange. If the child has not achieved the learning objective, then work should be detailed marked.

Peer marking

Peer marking should be completed in a different coloured highlighted and highlighted peer followed by the child's initials.

Pupil response

Time should be given at the start of every lesson for children to respond and 'fix' work. Children are expected to: tick the marking checklist, fix all orange punctuation and complete their RAR box task. RAR time should be no longer than 5 minutes.

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