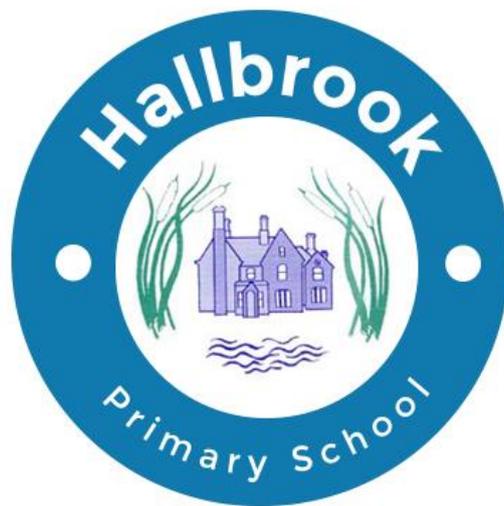


# Hallbrook Primary School



## Feedback and Marking Policy

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## Statement of Intent

Hallbrook Primary School understands that a comprehensive and clear feedback and marking policy is the key to helping pupils achieve and surpass their potential. This policy aims to give guidance to staff and provide a clear outline of the expectations in regards to feedback and marking. Teachers at Hallbrook Primary School will ensure that all feedback and marking avoids negativity, and instead encourages pupils to take part in a dialogue that improves their performance.

Signed by:

\_\_\_\_\_ Head Teacher

\_\_\_\_\_ Chair of governors

March 2019

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## 1. Effective Feedback

### Effective feedback will:

- Provide information to the child or teacher about the child's performance relative to the learning goals or outcomes;
- Produce improvement in the child's learning;
- Redirect or refocus either the teacher's or the child's actions to achieve a goal;
- Be both verbal and written;
- Come from a teacher or someone taking a teaching role, or on occasion, self and/or peer mark.

### Effective feedback can:

- Provide clear feedback to children about strengths and weaknesses in their work;
- Recognise, encourage and reward children's effort and progress;
- Focus teachers on those areas of learning where groups and individual children need specific help;
- Provide a record of children's progress;
- Help parents/carers to understand the strengths and weaknesses in their child's work.

### Verbal Feedback

Verbal feedback is an effective and immediate way of guiding pupils. It is especially useful when working with younger pupils, or those with less confidence.

- Verbal feedback is indicated *at the point where it has been given* with **VF**.

## 2. Marking Strategies

By 'marking', we mean a recognition of the work that the child has done and an indication that the work has been checked by the teacher. This helps pupils to be accountable for their work and encourages them to do their best as they know each piece will be seen by their teacher.

### Live Marking

At Hallbrook Primary School we place greater emphasis on 'live marking', i.e. teachers giving pupils formative, short, written (or oral) feedback in the lessons as they are doing their work.

### Developmental Marking

This marking is carried out away from the learning. It must inform pupils what they have done well and next steps to improve. It is essential to be structured so that all pupils can engage with comments and make requisite improvements.

### **Self-Marking**

Pupils are given the opportunity to mark their own learning, identify progress towards success criteria / targets etc. and identify areas for improvement.

### **Peer Marking**

Pupils are given opportunity to work with other pupils to mark and evaluate their own, and others' learning, and to make suggestions for improvement.

## **3. General Practice**

The following points apply to all marking:

- Identify grammar and punctuation mistakes;
- Identify misspelling of Common Exception Words and key words/spelling patterns.
- Positive marking will be written in **GREEN** ink.
- Mistakes and next steps will be written in **ORANGE** ink.
- Where a scribe/amanuensis has been used, transcriptions will be written above the child's writing in pencil or **BLACK** ink.
- Where a child has fully achieved the Learning Objective (or achieved the 'Challenge' activity in mathematics), the Learning Objective will be highlighted in **GREEN**.
- Where a child has partially achieved the Learning Objective, a **GREEN ●** will be made above the Learning Objective.
- Where a child has not yet even partially achieved the Learning Objective, an **ORANGE ●** will be made above the Learning Objective.
- The Teacher's written comments will reflect the school's handwriting policy and pride and presentation policy.

## **4. English**

- At least one piece of English work per child per week will have developmental marking.

## 5. Mathematics

- Correct answers will be ticked, but incorrect attempts will be marked with a dot and misconceptions dealt with by the Teacher with the pupil as soon as possible (if possible, during the lesson).
- Ensure pupils' corrections are checked.
- Use a yellow highlighter to indicate in the Pupil Practice Book the question where 'Deepening' begins (refer to the Power Maths Teacher Guide as this may change depending on the unit and lesson).
- Where appropriate, use a stamper to indicate in the Pupil Practice Book the point where a child has been given a 'Deepening' task.
- Where appropriate, use a stamper to indicate in the Pupil Practice Book the point where a child has been given a 'Strengthening' task.
- The 'Marking Code for Mathematics' will be used when marking work (see: Appendix 2).

When maths work is incorrect, pupils might benefit from the following feedback:

- Circle the precise place where the mistake has been made and explain what the mistake is.
- Model the most efficient method (always best done with the pupil).

It is vital to identify a misconception, but it is unnecessary to include additional challenges.

## 6. Marking Across the Curriculum

High standards and expectations are required across all subject areas. Standards of marking and agreed symbols are not exclusive to the marking of English work and this should be reflected across all books.

Children need to have clear and specific expectations in order to progress. It is misleading and confusing for them if the high expectations (in terms of writing and presentation) are only expected for English work. Children need to recognise that all curriculum subjects are important and high standards are expected for all. For example, dates and titles to be underlined in all KS2 books and good presentation should be expected in all exercise books. Similarly, care should be taken to ensure that writing makes sense and comments relating to this should be reflected in all exercise books.

## 7. Teacher Feedback

Written comments and next steps to improve will:

- Relate to the learning objective and the Success Criteria;
- Recognise the child's achievements;
- Indicate the next steps for the child's learning.

Children will be given time to read comments made by the teachers, and an opportunity to respond to feedback in **RED** pen (aided, i.e. not independent).

Children will use a **PURPLE** pen when editing their work independently (i.e. unaided) before teacher feedback is given.

## 8. Monitoring

The Senior Leadership Team and/or Subject Leaders will carry out regular audits of books to ensure the consistent application of this policy across the school.

The policy was updated in March 2019 and will be reviewed at least 3 yearly in line with the school's review cycle.

## Appendix 1 - Marking Code

### Early Years / Year 1

Code / Stamp	Where?	Indicates?
	at bottom of page	select a maximum of 3 words to draw the child's attention to vocabulary that would improve their writing
	at bottom of page	full stops
	at bottom of page	finger spaces
	at bottom of page	upper/lower case letters
	at bottom of page	letter formation
	at bottom of page	listen for sounds
	within writing	success criteria applied well and/or independent writing above expectation
	beneath word	incorrect spelling
	within writing	incorrect or omitted grammar or punctuation
	within writing	this part of the writing does not make sense
	within writing	word omitted

Reversals of letters will be underlined and correct formation will be reinforced immediately.

## Year 2 Onwards

Code	Where?	Indicates?
✓✓	within writing	success criteria applied well and/or independent writing above expectation
	beneath word	incorrect spelling
•	margin	incorrect or omitted grammar or punctuation
T	margin	incorrect tense
	within writing	this part of the writing does not make sense
^	within writing	word omitted
V	within writing	change vocabulary for greater impact
/	within writing	start a new line here
//	within writing	start a new paragraph here

Reversals of letters will be underlined and correct formation will be reinforced immediately.

When editing and / or redrafting writing in response to self, peer, or group evaluation (i.e. **is** independent), a pupil will use a **PURPLE** pen.

When editing and / or redrafting writing as a result of direct intervention by a teacher or other adult (i.e. **is not** independent), a pupil will use a **RED** pen.

## Appendix 2 - Marking Code for Mathematics

Code	Where?	Indicates?
✓	next to answer	correct answer
•	next to answer	incorrect answer
○	within calculation	incorrect part of the calculation
✓©	next to correction	second attempt is now correct
•©	next to correction	second attempt is still incorrect

Reversals of numbers will be underlined and correct formation will be reinforced immediately.