



## **Crookesbroom Primary Academy Feedback and Marking Policy**

At Crookesbroom Primary Academy, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

Marking should be: **meaningful, manageable** and **motivating**.

### **Key Principles**

- The sole focus of feedback and marking should be to further children's learning.
- Whenever appropriate or possible, teachers should provide individual feedback to children at the point of action as this is the most effective.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feedback takes many forms other than written comments.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- Marking procedures and marking standards should be consistently applied across the key stage/school.
- Marking symbols will be clearly displayed in every classroom.
- Where teachers have identified common themes/misconceptions through marking, these should inform future planning.
- Pupils should be appropriately trained to become effective peer assessors, reflecting critically on their own learning and that of others.

### **Feedback and Marking in Practice**

The stages are numbered in order of priority:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Often given verbally to pupils for immediate action.</li> <li>• May involve use of a teaching assistant to provide support or further challenge.</li> <li>• May re-direct the focus of teaching or the task.</li> <li>• May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> <li>• Use of annotations to indicate future groupings eg SDI.</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity.</li> <li>• Often involves whole groups or classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria.</li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks.</li> <li>• Some evidence of self- and peer-assessment.</li> <li>• May be reflected in marking.</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching.</li> <li>• May involve written comments/annotations for pupils to read / respond to.</li> <li>• Provides teachers with opportunities for assessment of understanding.</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks.</li> <li>• May lead to targets being set for pupils' future attention, or immediate action.</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed.</li> <li>• Written comments and appropriate responses/action.</li> <li>• Adaptations to teaching sequences tasks when compared to planning.</li> </ul>

### Marking Approaches

All work will be acknowledged in some form by class teachers. All written marking done by an adult will be undertaken in blue ink. Where peer/self-assessment has been used, children will use a purple pen to 'polish'.

In Foundation Stage and Key Stage 1, review marking will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment.

### **Reading**

- Pink highlighting through the question number.
- Green highlighting with comment where appropriate.
- Self/Peer marking once a week in purple pen.

### **Writing**

- Pink highlighting/comment linked to the objective.
- Green highlighting/comment linked to a personalised age-appropriate focus.
- Pupils purple polish where appropriate; time given for this.

### **Spelling**

- Initially underline the part of the word that is spelt incorrectly in orange.
- Next, underline entire word.
- . in the margin

### **Maths**

- Highlight in pink question numbers answered correctly. (Leave if incorrect.)
- SDI will be written in books for bronze group as this group will undertake most work practically or on white boards.
- Highlight in green errors/misconceptions from silver/gold challenges. These children can then receive targeted intervention.
- During the week, children will write a growth mindset comment and staff will comment if appropriate.

### **Topic**

- Topic work should be marked using a subject-specific tickled pink and green for growth where appropriate.
- In topic books, children choose one piece of work per week (KS2) and every half term (KS1) and comment against a Big 10 skill. In EYFS, staff scribe the children's comments in relation to the Characteristics of Effective Learning.

### **Monitoring and Evaluation**

- The leadership team and subject leaders will regularly scrutinise random samples of children's work from all year groups, in a range of subjects, to ensure that the marking policy is being consistently applied.
- Marking and feedback will be a regular agenda item at key stage meetings.

## Marking Code

Our marking code combines the use of highlighters and symbols. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Annotation	Meaning
	Work which demonstrates that a pupil has met an element of success criteria, demonstrated a particular skill or achieved the intended outcome
	Work needs further attention or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.)
	Incorrect spelling. This will be used selectively when marking work, focusing on spelling patterns which should either have been secured by a pupil, or represent a pupil's next step in spelling development.
^	Missing word/phrase/description
/	New line
//	New paragraph needed here
?	What do you mean here?
I	Independent work
G	Guided work
D	Discussed with an adult
TA	Worked with a teaching assistant

Agreed by staff: 06/09/2017

Approved by EAB: 15/11/17



## Marking Symbols

- ^** Missing word/phrase/description
- /** New line
- //** New paragraph
- (?)** What do you mean here?

### At the end of a piece of work:

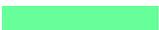
**I** Independent work

**G** Guided work

**D** Discussed with an adult

**TA** Worked with Teaching Assistant

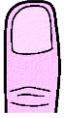
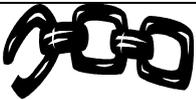
 **Tickled Pink** (This is really good)

 **Green for Growth** (This could be even better)

 **Spelling error**

# Foundation and Key Stage One Marking Symbols

(where appropriate)

	? !, " "		A	A .
Full stop	Exclamation/ question Marks	Finger spaces	Capital letters	Capitals and full stops
			<u>abc</u>	
Interesting words	Sound out phonemes	Ideas	Handwriting	Self assessment
		G	I	TA (with TA's initials)
Conjunction 'and' 'but' 'because'	key words (red words)	Guided work	Independent	Teaching assistant
				
Focus keywords/ spelling				