



## Marking Policy

Academic Year 2018 – 20

## Marking and Feedback Policy September 2018

*'The most powerful single moderator that enhances achievement is feedback' John Hattie*

*'...the impact of feedback is 124 times more cost effective than reducing class sizes'  
Higgins/Sutton Trust Report*

As an academy, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. At Hob Green Primary School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

### Verbal Feedback

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Every pupil should receive verbal feedback on a regular basis. When this is given, a 'VF' will be recorded next to the piece of learning. During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

### Teacher Feedback, Marking and Assessment

**Green – Great** The adult should tick or highlight in green the success criteria which have been met. If appropriate, identify a next step in learning or a moving on task. In EYFS and KS1, the symbols below should be used when marking in depth to support pupils' independence.

**Pink – Think** Success criteria should be highlighted in pink if they have not been met. The adult should always provide direction and/or a gap task, ask to speak to the child in person for verbal feedback or direct to a rapid respond intervention. In EYFS and KS1 the marking symbols below should be used to indicate these next steps. Teachers should also use pink to correct pupil's learning e.g. spelling.

### Success Criteria Grids

Grids need to be completed for all pieces of work. Each subject has specific grids relating to its success. See Appendix.

### Writing

Three pieces of independent writing per pupil should be completed each fortnight. At least one of these should be from a foundation subject. This should be marked according to the subject's criteria but also inform the writing learning ladders.

All English work should identify key corrections for the pupil to then go back and edit according to this. Time should be given for this to occur at the start of the following lesson. These developments should be linked to the AREs for the specific year group with a focus on the following aspects:

- Grammar
- Punctuation
- Spelling
- Sentence Structure
- Exciting Vocabulary
- Paragraph

## Maths

Maths should have a balance of *fluency, reasoning and problem solving*. Learning ladders should only be highlighted when children demonstrate that they can explain and use mathematical knowledge in all three areas.

All calculations should be marked correct or incorrect, using ticks or crosses. In every lesson, the success criteria should then either be ticked or highlighted green (where they have been achieved) or ticked or highlighted pink if not. Self-assessment must be completed by the pupils as they will benefit from marking their own work. However, this should then be further assessed and agreed by the adult.

It is important for teachers to distinguish between a pupil's simple slip, and an error that reflects a lack of understanding. Where a pupil makes a simple slip, it should be enough for the pupil to make the correction if necessary. If there is a lack of understanding and clear misconceptions, the teacher should initially identify where the misconceptions exist and address these within the rapid response intervention. Within the marking, further clarification should be detailed as to how the child can move their learning forward. It may also be the case that the teacher re-models the calculation to show the correct method.

Within EYFS, marking is an individualised process whereby pupils are given immediate feedback which they then respond to as part of the lesson. These next steps will be evidenced in writing by the teacher in their maths books.

## Presentation

Where it is required, teachers should comment on the presentation of work to ensure that pupils understand the importance of presenting their work to a high standard.

## Self-Assessment (SA)

Key Stage 1 pupils should be taught to self-assess in a meaningful way against the success criteria. By the end of Year 2, the pupils should be able to self-assess regularly. In Key Stage 2, pupils should self-assess all pieces of work. All self-assessment should be moderated by the class teacher, using a light touch mark to either agree or alter the self-assessment. To self-assess, pupils should use the code C in the relevant box for the success criteria which they feel they have achieved. The pupil should find evidence of this in their work, which they also underline or highlight neatly using a ruler. The pupils should then identify their own next step and write this in the space provided – this could be linked to the success criteria that they have not met or an ongoing target that needs to be embedded.


## Peer Assessment

In Key Stage 1, pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2, pupils will peer-assess regularly in English and Maths. Again, all peer assessment should be moderated by the Class Teacher, using a light touch mark to either agree or alter the assessment. Peer Assessment should follow the same procedure as Self-Assessment. The pupil should initial their peer assessment to identify who has assessed the work.

## Dedicated Improvement Time (DIT)

Teachers should allocate Dedicated Improvement Time for the pupils to reflect on their feedback and respond to it every day. This would form part of your input or as a morning activity.

### Key Stage One Marking Symbols

Capital Letter	CL
Handwriting	Teacher to model letter form
Spelling	sh o p
Finger Space	
Full Stop	• or FS

### Policy Status and Review

Written by	Headteacher
Status	Approved
Approved date	Autumn 18
Review date	Autumn 19

## Appendix

### English and Maths Success Criteria Grids

<b>Date:</b>	Teacher	TA	Independent	Guided
<b>ARE:</b>				
<b>GD:</b>				
<b>Success criteria</b>	Achieved	Partly	Not achieved	
1. I know – <i>prior knowledge application</i>				
2. I understand – <i>focus for teaching</i>				
3. I can – <i>developing competence – there can be more than one “I can”</i>				
<b>Pupil comment:</b>				

### LO Success Criteria Grid

<b>Date:</b>	Teacher	TA	Independent	Guided
<b>LO:</b>				
<b>Success criteria</b>	Achieved	Partly	Not achieved	
1. I know – <i>prior knowledge application</i>				
2. I understand – <i>focus for teaching</i>				
3. I can – <i>developing competence – there can be more than one “I can”</i>				
<b>Pupil comment:</b>				

Topic Success Criteria Grid

<b>Date:</b>	Teacher	TA	Independent	Guided	
<b>LO:</b>					
<b>Milestone:</b>					
<b>Success criteria</b>			Achieved	Partly	Not achieved
1. I know – <i>prior knowledge application</i>					
2. I understand – <i>focus for teaching</i>					
3. I can – <i>developing competence – there can be more than one “I can”</i>					
<b>Pupil comment:</b>					

Science Success Criteria Grid

<b>Date:</b>	Teacher	TA	Independent	Guided	
<b><u>ARE:</u></b>					
<b><u>GD:</u></b>					
<b>Working scientifically context:</b>					
<b>Success criteria</b>			Achieved	Partly	Not achieved
<b>R:</b>					
<b>D:</b>					
<b>P:</b>					
<b>Pupil comment:</b>					