



Marking and Feedback Policy

Written: November 2018
Review Date: Summer 2020
Monitored by: SLT

The Ferrars Academy
Marking and Feedback Policy

Rationale

We aim to raise standards and for every child to maximise their learning and achievement. As teachers we need to show children that we support them in their learning and provide them with the appropriate input and guidance. This is achieved through effective marking and feedback on a daily basis.

Aims

Marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives. It should enable children to become reflective learners and help them to close the gap between current and desired performance.

Marking and feedback should:

- be manageable for teachers
- relate to the learning questions shared with the children
- give children recognition and praise for success and valuing their efforts
- give clear prompts for improvement
- allow children time to amend their work and learn from the mistakes they have made
- allow specific time for children to reflect on the teacher's comments and respond to improvement (next step), prompts or extension questions
- inform future planning and individual/group target setting
- follow a consistent approach across the school while taking into account age and ability
- give children the opportunity to reflect on their own work and learning needs within the class, so involving them in effective self-assessment

Oral Feedback

Oral feedback should be focused around the learning objective and can be given to individuals, groups or the whole class.

If verbal feedback has been given a **VF** can be indicated next to the work and may contain brief notes.

Guidance for Quality Marking

All members of staff will use the tick and target method for marking (as identified below).

- ✓ Identifies positive aspects within each piece of work
- → Identifies a next step or area of development

Time will be allocated for pupils to address next steps

All members of staff to initial work they have marked.

Next steps or areas for development can take different formats as outlined below:

A Reminder Prompt

Most suitable for more able children, this simply reminds the child of what could be improved.

→ *Say more about how you feel about this character*

A Scaffold Prompt

Most suitable for children who need more structure than a simple reminder, this prompt provides more support.

→ *Can you describe how this person is a good friend?*

Describe something that happened which showed you they were a good friend

She showed me she was a good friend when

An Example Prompt

Extremely successful with all children but especially with average/below average ability children, this prompt gives the child a choice of actual words or phrases.

→ *Choose one of these:*

She is a good friend because she never says unkind things to me.

She is a good friend to me because she shares her toys with me.

What did you see on the boat trip? fish, birds, people

A Question

Could be used to extend children's thinking about their learning or remind them about previous learning.

→ *What qualities do you look for in a friend?*

It is a requirement that each child will be given a next step at least once per week in English. It is encouraged that a next step will be given in Maths and other curriculum subjects as appropriate.

Editing work

Children will be required to edit and adapt their own work. The teaching of this skill will take place in the Summer term of Year 1, so that in Year 2 they will be consolidating their knowledge. In year 1 the teachers will put an asterisk next to a piece of children's writing to show that this is the part that they will need to edit.

In year 2 children should be taught to do this independently. They will find their own mistakes, draw the asterisk and correct the mistake by drawing another asterisk underneath their work along with the improved spelling or sentence.

Spelling Errors

Indicated by a straight line underneath the incorrect spelling of a word eg whent. The correct spelling will be modelled at the bottom of the work eg went x 3. Staff must ensure that children make these corrections and draw their attention to any repeated misspellings of the word.

Common errors may also be underlined, corrected and encouraged to be written correctly, especially high frequency words and words given in spelling books

Spelling errors will not all necessarily be corrected within a piece of work as this could destroy children's self esteem. Focus will be given to key words or words for which spelling choices have been taught.

Grammatical Errors

Indicated by a wiggly line underneath the incorrect writing

Incorrect use of words when mixing up past, present and future tense
eg. Yesterday I runned to the park.

Confusion between first and third person will also be marked with a wiggly line

Grammatical errors will not all necessarily be corrected within a piece of work as this could destroy children's self esteem. Focus will be given to grammatical errors the teacher knows have been taught.

Punctuation Errors

Indicated by a circle

If punctuation is missing, insert the correct mark
If punctuation is used but is incorrect, circle it and correct it.

Further symbols to use when marking children's work

I Independent work **TA** Work completed with TA support **T** Teacher led

To encourage children to develop as independent learners, they need to be given opportunities to be reflective eg in a plenary session.

Focus on a Reflective Plenary

An effective plenary focuses the children back on the learning question and assesses the progress they have made with the work for that lesson/unit of work. The following are guidance questions to feedback to others within the class:

- Can you tell us what you have learned/found out?
- Do you think that we are able to answer the learning question that we discussed at the beginning of the lesson? Can you show me an example?
- What do you think went well/not so well?
- What are you particularly pleased about? Why?
- Would you need to do anything differently next time?
- Could you describe your method/how it works/what you did?

- Did you use/learn any new vocabulary today?
- What are the key things you think you need to remember?

Additional Strategies

At The Ferrars Academy, the following strategies are used to give our children positive and effective feedback linked to their age and development:

- talk partners
- verbal feedback
- evaluating each others' work
- reward stickers
- superstar learners
- thumbs up and down
- traffic lights
- smiley faces
- self/peer assessment and marking

Monitoring of Effective Marking and Feedback

- Senior Leaders and curriculum co-ordinators will scrutinise work to monitor progress and policy compliance
- Evaluation and feedback meetings involving all staff will take place regularly
- Scrutiny of marking and cross-phase moderation will take place regularly so that all staff are involved in the monitoring and can examine the quality of their own marking alongside that of colleagues.

To be consistent, all members of staff will adhere to the agreed marking and feedback prompts and policy



The Ferrars Academy Marking Code

Work to be marked in blue ink.

| Symbol | Description |
|-----------------------------|---|
| ✓ | To identify positive aspects within a piece of work |
| → | To identify a next step or area of development |
| VF | To indicate verbal feedback has been given (brief notes may be included) |
| <u>Whent</u> | To indicate an incorrect spelling underline the incorrect word and write correct spelling at bottom of work eg went x 3 |
| I <u>runned</u> to the shop | To indicate a grammatical mistake a wiggly line is used under the error |
| ○ | To indicate a punctuation error or missed punctuation |
| . | To indicate an error in mathematics (rather than a x) |
| I | To indicate independent work |
| TA | To indicate work completed with TA support |
| T | To indicate teacher led |
| 1:4 | To indicate adult to child ratio |