KS2 Marking & Feedback Policy

In order to achieve consistency when marking work, our Marking & Feedback Policy must be adhered to. This document aims to promote a school ethos where positive achievement is recognised and celebrated.

MARKING & FEEDBACK...

- should aim to assist learning and raise standards.

- helps children know how well they are doing - it is an important aspect of the dialogue between teacher and pupil, recognising achievement, valuing effort and influencing future learning.

- is part of the ongoing learning process: it can encourage & motivate; help correct errors & clear up misunderstandings; gives opportunities to set targets & indicate next steps; informs planning and contributes to assessment.

- children should be involved in the marking and feedback process as much as possible.

WHEN?

- All work should be marked in a suitable manner. This should be done frequently and regularly in order to inform future teaching and extend learning. Marking should be manageable and useful for staff whilst being meaningful for the children.

- Work should be marked prior to the start of the next lesson in that subject. The form of marking & feedback will depend on the type of work (further guidance below). Handing unmarked books back to children should be avoided.

- Marking & feedback are integral parts of the learning process, not merely a judgement on an end result. Where work is completed over a number of lessons, staff should ensure that some form of feedback is given during this process. E.g. it is not ideal for teachers to first look at an extended piece of writing, taking several days to produce, once it is finished. It is normally more beneficial for teachers and support staff to give brief feedback and targets during the process.

- Face to face marking and verbal feedback during lessons is very useful to help encourage success, overcome difficulties and set targets. Staff should note on the work when verbal feedback has been given using a speech bubble symbol, sticker or stamp Staff should also initial and could briefly note the subject discussed. The work should still be marked at the end to the task.

HOW?

- Work in KS2 should be marked by staff in green pen so that comments and symbols can be seen easily. Work intended for presentation on display or within class books etc. should be marked discretely in pencil.

- All work must be initialled by the staff member making comment / providing feedback.

- Staff should make consistent use of marking codes and highlighting as described later in this policy. Stickers, stamps and smiley faces can also be used.

- Assessment labels related to the LOs and SC should be used to help focus marking and feedback.

- Marking and feedback should be proportionate. Teachers should use professional judgement to decide the level of detail required for each task. Where a lighter approach is used it should still be focused towards the LO and targets where possible.

- More detailed marking and feedback should be completed for written tasks at regular intervals. The frequency of this will depend on the individual units being taught but should be at least 3 times per half term to ensure children receive quality feedback on a regular basis. Team leaders and SLT will monitor marking and feedback to ensure a suitable and consistent approach is maintained across year groups and throughout the key stage.

- Staff should consider the effect of their marking on the appearance of children's work - i.e. avoid over marking which may have a detrimental effect on how children feel about their work.

- Staff should always endeavour to model continuous cursive handwriting and high standards of presentation.

WHAT?

- Marking and feedback should predominantly relate to the learning objectives, success criteria and the pupil's individual learning targets. General attainment, presentation and work ethic may also be commented upon.

- Where appropriate, learning objectives, and possibly success criteria, will be recorded at the start of a piece of work. This may be handwritten (in place of a title) or stuck in to the child's book.

- As well as celebrating success, a target for further improvement should also be given whenever appropriate. Next steps / follow up questions should be used and children should be given time to respond to these when the work is returned.

- Children's individual targets and unit objectives should be clearly recorded in books or other displays. These should regularly be reviewed and referred to.

- House points may be awarded for significant effort, progress or achievement.

- Whilst rarely the main focus, children should be given feedback and support regarding spelling, punctuation and grammar. Professional judgement should be exercised to avoid over-marking these areas. We must strive to engender a culture where children are adventurous with vocabulary and sentence structure without fear of being penalised. Conversely we should have an expectation that key skills will be accurately applied.

- Common words that are misspelt can be corrected and written below for the child to do LCWC to help learn the correct spellings.

- Adventurous words could be corrected to show children the spelling patterns used. Key / subject specific vocabulary should be corrected although the use of word banks can help reduce the need for this.

- If appropriate, children can be encouraged to use a dictionary to look up one or two words.

- Specific guidance for the marking of maths is given below.

WHO?

- Support staff should be involved in giving verbal and written feedback where appropriate under the direction and guidance of the class teacher. Where support staff give feedback, class teachers should still mark the work, using the comments and feedback from support staff to inform this.

- Children should be involved in the marking and feedback process whenever possible.

- Pupils should always be given time to read and reflect upon the marking and feedback before starting the next piece of work. Where applicable, time should be given for children to respond to comments, questions, corrections etc. Pupils should use blue pen to respond.

- At regular intervals children should be given time to review feedback, looking back through their books at the comments and targets that have been made. This is to ensure that pupils are aware of encouragement and guidance given and can look for trends. This could become part of a Monday morning routine.

- It is expected that children will act on guidance and demonstrate progress over time. Where marking is repeatedly raising the same issues, teachers and other staff should work with the child to plan strategies to help support them in making progress.

- Children should regularly be encouraged to self-assess their work by using a face symbol near the LO.

- Self or peer marking (in blue pen) may be useful in some situations. Children should be given clear direction and guidance when doing this and will benefit from having the process modelled in class. Teachers should still mark the work, using comments and feedback from self-assessments inform this.

- PPA cover and supply teachers should be requested to mark the children's work in accordance with this policy. Where possible class teachers / team leaders should liaise with supply teachers to ensure they understand their responsibility regarding marking. SLT should be informed if there are any concerns in this area.

<u>Marking Codes and Conventions</u>

NB These symbols may be introduced gradually throughout Y3.

(Highlighting)	Good example of LO.
(Highlighting)	Used to show an area requiring development.
∿∿∿∿∿	Used by children (beneath word) where they are unsure of spelling.
☺ ☺ ☹	One of these codes should be used by the children to do a self-assessment near the learning objective or title.
(HP) or ⭐	HP or a gold star used to award a house point.
_____ GR	Grammar error (may be corrected for the child or left for self-correction). Underline / code error and mark 'Gr' in the margin.
_____ SP	Spelling error (may be corrected for the child or left for self-correction). Underline / code error and mark 'SP' in the margin.
_____ P	Punctuation error (may be corrected for the child or left for self-correction). Underline or circle / code error and mark 'P' in the margin.
//	New Paragraph required. Use code in correct position and mark 'NP' in the margin.
∧ ∧	Omission. Use code in correct position and again the margin.
_____ LQ	Low quality vocabulary used. Underline / code error and mark RPT in the margin.
_____ RPT	Repetitive vocabulary used. Underline / code error and mark RPT in the margin.
_____ ?	Writing does not make sense. Underline / code error and mark '?' in the margin.

Mathematics

In addition to the guidance already given earlier in the policy…

- Marking and feedback should be linked to LOs and SC although layout, presentation and numeral formation should be commented upon where appropriate.
- Detailed marking should be undertaken regularly and targets given etc.
- Incorrect answers should be marked with a capital delta (triangle). No more than four consecutive errors should be marked. In such cases, a supportive / constructive comment should be made and the misconception tackled in a future session.
- Children should complete corrections before preceding where appropriate. Professional judgement should be used to avoid children becoming demotivated by having too many or unmanageable corrections – further teaching and support may be needed.

✓	To show correct answers, statements etc.
△	To show incorrect answers that require changing.

Codes used when making comments / giving feedback

✓	Use to precede positive feedback / success criteria achieved etc.
(T)	Use to precede targets given.
Q	Use to precede follow up question.
⌐_	Use to precede next steps guidance.
💬	Use to note where verbal feedback given (include initials). Stickers or stamps may also be used.

KS2 Marking and Feedback Quick reference guide

- Marking and feedback is part of the ongoing learning process not just an end result judgement.

- Staff to mark in green pen and initial work.

- Children should have time to respond, edit and correct in blue pen.

- All work to be marked before it is returned to the children.

- Marking and feedback should relate to LOs and SC.

- Verbal feedback can be used. Use a speech bubble, sticker or stamp and staff member's initials. The topic discussed can also be noted.

- Agreed marking codes should be used consistently.

- Assessment labels can be used.

- Stamps, stickers and smiley faces can be used.

- Areas of achievement should be noted and targets given. Next steps and follow up questions should be used.

- House points should be awarded to reward effort, progress, achievement etc.

- Presentation, spelling, punctuation and grammar can be marked but is rarely the main focus.

- Children should be encouraged to use adventurous vocabulary / sentence structure without fear of punitive marking.

- Children are expected to take care to apply key skills carefully and consistently.

- In maths, correct answers should be ticked and incorrect answers should be marked with a capital delta (triangle). No more than four consecutive errors should be marked.

- Support staff can be involved in the marking and feedback process for children they work with. Teachers should still mark the work.

- Self-assessment and peer marking should be used as part of the marking process where appropriate.

- Supply teachers must mark children's work in accordance with this policy.