



Evaluative Marking and Feedback Policy

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Little Stoke Primary School

Marking and Feedback Policy

RATIONALE

Responding to children's work through a range of feedback, is an essential part of planning, assessment, teaching and learning. Constructive response acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teachers will follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils about individual progress. Teachers will continue use their judgement as professionals when working with young learners to take them forward in their learning.

- We recognise that any response to work should enable children to improve, make progress and celebrate achievement
- Marking should provide greater insight into children's misconceptions and learning needs in order to support teachers in planning next steps
- Next steps should be addressed as quickly as possible, enabling children to access the next stage of learning and to achieve a sense of success and making progress
- Time taken in providing response needs to be commensurate with the benefits provided to children.

In revising marking expectations we aim:

- To make response to children's work more relevant and useful
- To achieve greater flexibility in targeting teaching
- To more effectively and rapidly address misconceptions and gaps in learning
- To address the mastery issue by enabling children to move on to these activities as soon as they are ready
- To use TAs more effectively to target need or support class teaching whilst the class teacher targets gaps and specific needs
- To ensure that teachers are planning and using logical sequences of teaching in writing which build to a final piece
- To ensure that progression in maths follows the Concrete, Pictorial, Abstract pathway effectively
- To achieve a more productive balance in teachers' use of time and address the important aim of achieving a more reasonable work/life balance

EXPECTATIONS:

Teachers will continue to mark during lessons, and restructure teaching within lessons as needed

WRITING

- Green highlighters will be used to underline 3-5 examples where children have met the success criteria of the lesson (either written or oral)
- Pink highlighters will be used to underline NO MORE than three examples where children need to improve or develop an aspect of their work. In addition, teachers will

- Children will receive a sticker either praising good work, improved effort, stating that the teacher will talk or work with the child during the next session or that verbal feedback has been given.
- Children will respond to this marking using purple polishing pens

There is a progressive approach to marking as detailed below:

- In year 2, children, who are expected to be GDS, need to have make simple corrections to their work using purple pen. They need to progress towards this as the year progresses.
- In year 3 mistakes may still be underlining for lower achieving pupils but middle to higher achievers should be using a S P G or in the margin to note spelling, punctuation of grammar mistakes.
- In Year 4 the high achieving pupils should have progressed to a number of dots in the margin while other children should be using S P G but progressing towards dots as the year progresses.
- In year 5 and 6 predominantly dots should be used except in circumstances where this is felt to be unsuitable e.g. low achieving or SEN children.

MATHS

- Correct answers or workings out will be marked with green highlighter
- Incorrect work or misconceptions will be highlighted in pink
- Children will receive a sticker either praising good work, improved effort, stating that the teacher will talk or work with the child during the next session or that verbal feedback has been given.
- Children will make corrections as needed next to the question that has been marked as incorrect.
- Incorrect answers will not be rubbed out. Teachers are able to learn from seeing the errors children have made.
- Children will be encouraged to give explanations for problem solving and reasoning questions in sufficient detail to explain their thinking.
- Children who have successfully achieved the learning objective within the session can be extended further during the marking process by Teachers writing a question to challenge their thinking.

There will be no expectation for teachers to write a written comment after each piece of work.

EVALUATION

After each lesson, teachers will:

- **Fill in the evaluation sheet**, regrouping the children and deciding on priorities for the next lesson. The success of this system is dependent on teachers working through a well-structured teaching sequence and evaluating where children need further support and input at each stage of the sequence. Children may be grouped according to :
 - who has thoroughly grasped the objective and is ready to begin developing (English) applying (Maths)
 - who needs specific coaching or reinforcement in a particular area of the objective
 - who needs to go back over some previous learning to build confident foundations. These will often be children where we have not pitched the work accurately and there is some essential prior learning to be put in place
- Act effectively using the groupings decided upon
- **Use stickers regularly** where there is a significant piece of writing or maths to praise effort and achievement and to motivate children by acknowledging their accomplishments. The WOW stickers will usually happen when work has been produced independently.

- **Deployed teaching assistants effectively** depending on the evaluation of each lesson.
- In writing, concentrate on skills linked to the purpose of writing and genre. Spelling, punctuation and grammar skills will be addressed as taught and teachers will regularly evaluate where children need more support. The ongoing skills box on the evaluation sheet will be completed to keep a record of these children
- Continue to light-touch marking in theme and grammar sessions
- Ensure children respond promptly and consistently to the marking
- Keep a list of children who still have significant gaps at the end of a sequence of work so that short interventions can be planned when appropriate.

This is an exciting development to our understanding of marking and feedback and is a powerful AFL tool. It is dependent on a high level of understanding and professionalism from teachers. It is not a no marking policy; rather an Evaluative Feedback Marking Policy.