



## Evaluative Marking and Feedback Policy

### Review Details

Date reviewed	October 2022
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Signed	Dan Ross		Key changes
			Updated feedback processes.

## **Marking and Feedback Policy**

'The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible.' Hattie, J (2011)

'The widespread practice of teachers giving individual and unique written tips and targets to every child in a class after every piece of work is a bad use of time. The time would be better spent on lesson planning.' NCETM (2016)

Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. (EEF, 2021)

### **1 Introduction**

- 1.1 With this research in mind, Little Stoke Primary School adheres to the following policy. Marking and feedback should not only inform the teacher as to children's progress but also enable children to know what they need to do to improve their work. We believe that children should be involved in assessment and marking of their own work.

### **2 Objectives**

- 2.1 We see that the purpose of marking and feedback is to:

- Inform the teacher of a child's progress and needs for future planning;
- Provide feedback to a child about their current work;
- Demonstrate the value of a child's work;
- Allow for self assessment, where the child can recognise their difficulties and mistakes and encourage them to accept help and guidance from others;
- Enable children to understand what they need to do to improve.

- 2.2 All teachers will endeavour to make their marking and feedback effective and consistent by:

- Ensuring that all work has a clear Learning Objective (LO);
- When needed, Writing comments that relate to the LO, children's individual targets or the success criteria when the written comment will further the learning;
- Using different types of prompts to illustrate ways to improve;
- Providing regular time for children to edit and improve their work;
- Providing regular time to respond to marking and feedback and make corrections or improvements if a written comment has been made;
- Use self and peer assessment strategies to evaluate work.

### 3 Guidelines – General Marking

3.1 At Little Stoke we believe that time needs to be spent reviewing children's work and then adapting plans in light of this feedback to ensure that we meet the children's needs. All pieces of work will be acknowledged using agreed codes and colours. General marking will include the following:

- **Dots** – every child self assesses their work by putting a small dot next to the LO; Pink to show they have not understood, Orange to show they think they have understood and green to show that they have understood. They support this self-assessment by placing their work in boxes which are the same colour as the dot (POG box). Teachers then highlight the LO using the same colours to indicate how they believe the child has achieved in their learning. If the teacher has highlighted pink or orange, there must be a follow up action to consolidate the child's learning. At times, this will be in the form of a verbal comment (should be no more than a few words) or in the subsequent lesson.
- **Ticks and dots (right and wrong)**– particularly in maths and reading;
- **Symbols** – as indicated in section 4 of the policy;
- **Pink, orange and green highlighters** – these are used to assess work (by highlighting the whole LO) against the LO as follows:  
Pink – the child has not achieved the LO;  
Orange – the child has partly achieved the LO;  
Green - the child has achieved the LO.
- **Green pens and Purple Pens** – all marking by an adult must be in green biro. The children's responses to the marking must be in purple using their purple pen;
- **Self-Marking** - In maths, children use answer stations to mark their work in green pen. They should visit the answer station after two questions. If a question is wrong, they can retry the question by using a purple pen. If it is still incorrect, they should seek help from an adult.
- **Editing** – It is important that all children are given time to edit and improve their work during every lesson. The editing process should clearly modelled by the teacher to enable the children to do this effectively.

### 4 Symbols

4.1 At the end of a piece of work the following symbols will be used:

- T = guided by teacher
- TA = guided by support staff
- ST = supply teacher

(All of the above to be written next to the right of the LO and circled)



## 5 Marking Writing

### 5.1 Green Highlighting

- In all year groups, teachers will:
- Underline in green highlighter areas where the child has done one of the following:
  - Met the learning objective
  - Used
  - Met an assessment focus for their year group:
    - Year 3 - Extended the range of sentences with more than one clause by using a wider range of conjunctions.
    - Year 4 – Used the present perfect form of verbs.
    - Year 5 – Used relative pronouns (that, which, who, whom, whose) to write relative clauses.

### 5.2 Pink Highlighting:

- The identification of mistakes follows a progressive approach through the school and throughout each year. In each year group, the aim is for children to start to identify their own mistakes by the end of the year.
- In each year group up to 6 areas can be identified with a pink highlighter. These mistakes should focus on areas the child has been taught:
  - Spelling mistakes linked to phonemes, spelling patterns and rules already taught or common exception words.
  - Grammar taught in previous year groups or already taught in current year group.
  - Misconceptions based on areas taught in current unit of teaching.
  - Errors affecting cohesions e.g. repetition, missing words or sections that don't make sense.
- When marking a child's work, you will need to consider what year group that child is assessed in. If a child is working at a year 2 level in year 3, it would be appropriate to use the year 2 approach.

<b>Year 1</b>	Underline mistakes with a pink highlighter.
<b>Year 2</b>	Underline mistakes with a pink highlighter.  By just after Christmas, GDS children should be expected to identify and correct their own mistakes without any underlining.
<b>Year 3</b>	Write S (spelling), G (grammar) or P (punctuation) in the margin in line with a mistake.
<b>Year 4</b>	Place a dot in the margin of the line of the mistake for the child to identify the mistake in that line.
<b>Year 5</b>	Place a dot at the end of the paragraph to identify there is x many mistakes to find in that paragraph.

<b>Year 6</b>	Use Y5 approach at the start of the year. By Christmas, children should be identifying their own mistakes.
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### 5.3 Feedback

- In a writing session, the teacher and/or TA, should be circulating and giving 1:1 feedback to children so that misconceptions are identified and corrected. This should be evident in books from the children's responses to that feedback:
  - redrafted section of work
  - sections edited with a purple pen
  - a repeated mistake no longer happens later in the piece
- If a child has been heavily supported by the TA or Teacher, this should be indicated with an 'S' (supported) in a circle. If this was for part of a session, you can identify independent work with a circled 'I'.

## 6 Marking maths

- 6.1 Maths work should be marked by the class teacher or child (using the answer stations from KS2) using a tick for correct or a dot for incorrect.
- 6.2 If a child revisits a question, the work should be carried out using a purple pen.
- 6.3 If the learning objective is pink or orange, verbal feedback should be given in the form of targeted work the next day or the focus of the next day's lesson.

## 7 Marking other subjects

- 7.1 In the thematic curriculum, the marking code is in line with maths and writing.
- 7.2 When marking the thematic curriculum, Teacher's should highlight evidence that the children have retained the knowledge taught within the session in green highlighter to a maximum of 3 times.

## 8 8 EYFS

- 8.1 In EYFS, children receive verbal feedback at the point of learning, whether in play or a more structured activity. When work that is more formal is recorded, a green highlighter will be used to show the children what they have done well.

## 9 Frequency of Marking

- 9.1 Marking may take place during the lesson, which allows for immediate feedback to an individual or group;
- 9.2 Staff will ensure that feedback/marking is provided for **every** piece of work so that the children can Answer the following question:
  - How have I done in this piece of work?

## 10 Evaluation

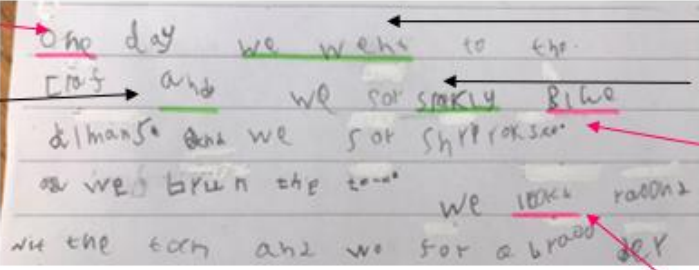
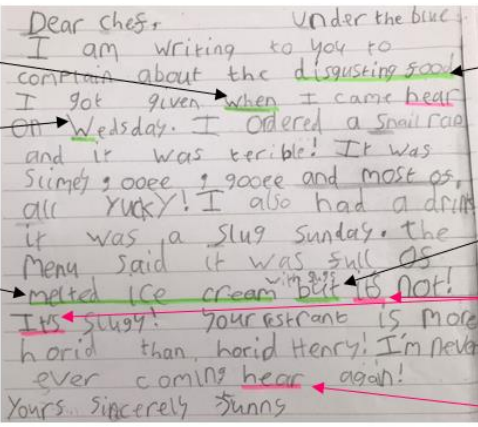
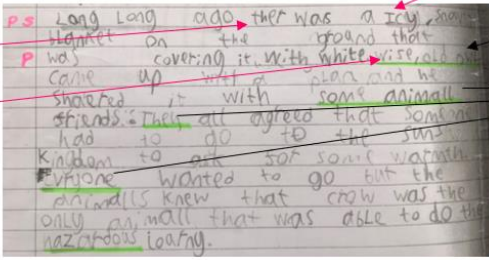
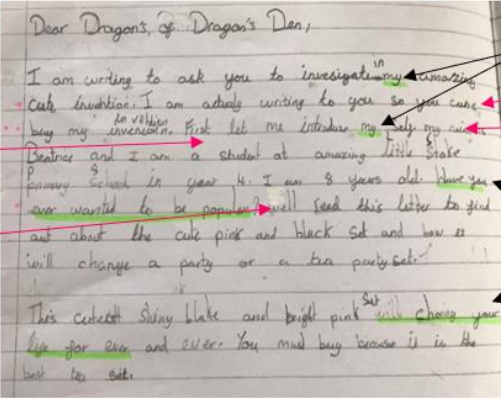
After each lesson, teachers will:

- 10.1 Fill in an evaluation, 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
  - 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.
- 10.2 Act effectively using the groupings decided upon
- 10.3 Use stickers or stamps regularly where there is a significant piece of work to praise effort and achievement and to motivate children by acknowledging their accomplishments. The stickers will usually happen when work has been produced independently.
- 10.4 Deploy teaching assistants effectively in the subsequent lesson depending on the evaluation of each lesson.
- 10.5 Ensure children respond promptly and consistently to the marking
- 10.6 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.

## **11 Monitoring and review**

- 11.1 SLT are responsible for monitoring the implementation of this policy. SLT will inspect samples of the children's work, and observe the policy being implemented in the classroom.
- 11.2 Marking and feedback is also monitored as part of regular learning walks. Any inconsistencies will be identified and immediate feedback given to the class teacher.
- 11.3 This policy will be reviewed every two years or earlier if necessary.

## Appendix 1 – Examples of writing marking feedback by year group

<p><b>Year 1</b> Underlining Symbols</p>	 <p>Y1 AF missing capital letter</p> <p>Y1 AF use of 'and' to join sentences</p> <p>Y1 AF – use the past tense</p> <p>Use of interesting vocabulary</p> <p>Y1 AF incorrect use of a capital letter</p> <p>Y1 incorrect spelling of an -ed word</p>
<p><b>Year 2</b> Underlining Moving to independent for GDS</p>	 <p>Teaching focus – Subordinating conjunction</p> <p>Teaching focus – Capitals for proper noun</p> <p>Y2 AF – simple noun phrases</p> <p>Y2 AF – Coordinating conjunction</p> <p>Y1/2 AF – Write in the past tense</p> <p>Year 1 common exception word</p>
<p><b>Year 3</b> GPS in the margin</p>	 <p>Y1 Common Exception Word</p> <p>Y1 AF missing capital letter</p> <p>Y1 AF Incorrect use of capital letter</p> <p>Teaching focus – Use multiple adjectives separated with a comma</p> <p>Y3 AF to use nouns and pronouns to aid cohesion.</p>
<p><b>Year 4</b> Dots in the margin</p>	 <p>Y4 AF Fronted adverbial missing a comma</p> <p>Y1 AF Missing a capital letter</p> <p>Y4 AF to use possessive pronouns</p> <p>CVC word</p> <p>Phase 5 alternative phonemes</p> <p>Teaching focus – Use rhetorical questions</p> <p>Teaching focus – Use hyperbole</p>



<p><b>Year 5</b></p> <p>Number of mistakes in the paragraph</p>	<div data-bbox="327 208 576 264">Y3 AF Missing apostrophe for possession.</div> <div data-bbox="338 297 544 353">Y1 AF Missing capital letter</div> <div data-bbox="338 383 544 409">Misspelt homophone</div> <div data-bbox="338 499 576 611">Teaching focus to use formal conjunctions such as furthermore and in addition.</div> <div data-bbox="603 197 1158 651"> <p>We should protect the rainforest from deforestation. Rainforests used to cover 15% of the world's surface but today it <del>has</del> now only covers 2.2% of the world's surface. Over half of the world's different species of animal live <del>all</del> within this colourful habitat. So what remains needs to be protected before it is too late.</p> <p>Life should be protected. Some people believe that different species protect the rainforest from deforestation as many beautiful animals, <del>which</del> <sup>such as the jaguar and the poison</sup> <del>live</del> <sup>live</sup> in their habitats. Furthermore, the animals <del>will</del> <sup>will</sup> have no place to live. Or better? Which means they can have <del>there</del> <sup>there</sup> or even to <del>create</del> <sup>create</sup> things.</p> </div> <div data-bbox="1193 248 1422 331">Y5 AF to use a range of cohesive devices within paragraphs</div> <div data-bbox="1193 387 1390 470">Y5 AF to indicate degrees of possibility using modal verbs</div> <div data-bbox="1193 521 1422 577">Y5 AF to use embedded clauses</div>
<p><b>Year 6</b></p> <p>Independently edit and identify mistakes</p>	<div data-bbox="338 1122 512 1178">Y6 AF to use figurative language</div> <div data-bbox="539 920 1193 1335"> <p>LO: To write a narrative.</p> <p>A Bewildered look took over <del>alm</del> Alma's thoughts. During to the frozen bronze handle, she shook it with strength she never knew she had in her. She gale like a detective investigating a crime. Bailing many times, Alma lost all hope of seeing the doll again. She kicked the door in frustration, a loud bang echoing down the dead streets. As she walked quickly with <del>a</del> <del>of</del> <del>her</del> her face looking like thunder. Suddenly an eerie creaking noise, like the one she heard before, filled the desolate <del>town</del> <del>maze</del> town. Her eyes widened in fear as she looked back. It couldn't be - could it? Surely it had been faded? Somehow the door had <del>creaked</del> <sup>creaked</sup> open. "I must be seeing things" alma decided, "I'd better double check though."</p> </div> <div data-bbox="1214 1010 1437 1137">Y6 AF to use expanded noun phrases across their writing to convey complicated information precisely</div> <div data-bbox="1214 1160 1374 1238">Y6 AF to use the range of KS2 punctuation</div> <div data-bbox="1214 1294 1406 1373">Y6 AF to use dialogue to advance the action</div>