



## Four Lanes Community Junior School

Date last reviewed:	January 2023
Review period:	3 years
Governing Committee Responsible:	Full Governing Board

### Marking and Feedback Policy

Through marking, we encourage, challenge, reward and motivate our children. Marking is an essential and powerful tool in the promotion and achievement of high standards.

*UNCRC: Article 28: You have a right to a good quality education.*

*Article 29: Your education should help you use and develop your talents and abilities*

#### Intent

##### **At Four Lanes Community Junior School, marking and feedback:**

- Gives children the opportunity to become aware of and reflect on their learning needs, helping them close the gap between their current attainment and their target.
- May be verbal or written (including self and peer assessment when appropriate).
- Refers back to the Learning objective (WALT).
- Recognises and rewards achievement and effort.
- Is positive, encouraging and challenging.
- Responds to individual learning needs, reflecting the ability and needs of the child
- Informs future planning and target setting; allowing teachers to meet the needs of individuals and groups.
- Is manageable for teachers: written feedback is given when it will be useful, responded to and when other types of feedback have not been possible or would not be effective.
- Is carried out by both teachers and LSAs.
- Involves children in the process, involving face-to-face feedback and reflection wherever possible.
- Allows specific time for children to read, reflect and respond to marking.
- Is undertaken promptly so that feedback is most effective

#### Implementation

1. The way feedback and marking is given, is dependent on the reason for the task: as an AFL piece, an end of unit 'outcome' or as an 'application of learning'.

#### **Oral Feedback**

1. This will usually take place within a lesson. The adults' comments should focus firstly on the WALT and then on the features which are targets for the pupil.

#### **Developmental Marking (Mid Unit)**

1. Teachers will decide which pieces of work will simply be acknowledged with a highlighted WALT and which will be given detailed feedback for the pupils to respond to.
2. Green pen and highlighter is used to indicate areas for development. Pink pen or highlighter is used to praise effort and success against the WALT.
3. Feedback should focus first and foremost on the success against the learning objective of the task and the improvement needs against the objective.

4. The focused comment should help the child 'close the gap' between what they have achieved and what they could have achieved. (Eg. Add more description about the setting to make the desired atmosphere clearer to the reader).
5. The comment should always be a direct instruction which pupils can act upon using their 'purple polishing pen'.
6. A marking code is followed (see Appendices). This saves time and makes feedback more accessible to the child.

### **Summative Marking (End of Unit)**

2. For summative marking, teachers or pupils may mark against a checklist and children then edit their work accordingly.
3. At the end of the work the teacher will write a 'next step' comment explaining where improvement could be made or the next step in learning. The child will then use a next step comment to refer to the following week.
4. Teachers may not mark in detail but instead use the outcomes to inform their future planning

### **Secretarial Features**

- Spelling, punctuation and grammar will not be always be addressed in marking because children cannot focus effectively on too many things at once. When work is finished children are asked to check non-negotiables (such as full stops and capital letters). They will not be told to correct all spellings as this not focussed enough and may be ineffective and inefficient.
- The teacher may give a small number of significant spellings (approximately three they should know) for children to copy at least three times at the end of the piece of work.
- Sometimes misconceptions may not be addressed in a book if it is clear that further teaching is required to tackle it. Therefore, these may be highlighted in green but then addressed through subsequent lessons.

### **Self-evaluation and Paired marking**

- Children must self-evaluate wherever possible referring to the WALT, checklists, toolkits or WAGOLLS to help focus their feedback.
- Plenaries may be used to focus on this process as a way of analysing the learning.
- Self- assessment ideas are displayed in the classroom to be used as a reflective learning statement at the end of the lesson.
- Children are trained to self and peer mark through modelling and practice. Sometimes they will use 'tickled pink' and 'green for growth' where children underline in a coloured pencil those things that have been done well and those that need additional improvement. Any developmental comments will be based on any checklists / toolkits or WAGOLLS used in the lesson.
- Children work in mixed ability pairs. Dialogue is encouraged by putting one book in the middle to discuss at a time.

### **Shared Marking**

- This is used as a way of modelling the marking process. A piece of work from another child is displayed. The class then mark this together using the criteria set.

### **Organisation and further guidelines**

- Whenever work has been marked away from the child, time must be given for children to read and make a clear, focused improvement based on the feedback. This is essential if children are to move on in their learning.
- Pupil's editing is done using purple pen.
- Five to ten minutes is given at the beginning of each day for children to read and respond to comments written by the teacher.
- The agreed marking code is used consistently and appropriately for each child.
- Any marks or comments on children's work must be neat and legible. Spelling and punctuation must also be correct.
- Display work will not generally be marked although it should reflect the highest possible quality for each child.

- The use of rewards is an integral part of the marking process at Four Lanes. This may include dojos, Wow Book entries, sharing work with the class or another teacher, a note in their Home-link Book and stampers/stickers.
- Work in all subjects is marked regularly and consistently including homework. Homework projects must be acknowledged in the Home-link Book: 'I'm impressed by...' Children then write: 'I am proud of...' Scores such as spelling and times tables, are also written in their Home-Link books.

### **Presentation**

We have clear presentation guidelines that are displayed in the classroom.

- ✓ A high standard of handwriting and presentation is expected from the children at all times, including on the covers of books.
- ✓ Children must write the long date in their English books but can write the short date in their Maths books.
- ✓ Writing books that do not have a pre-drawn margin, must have a margin drawn using a ruler and pencil.
- ✓ Maths books must have a margin drawn 2 squares wide. When completing certain calculations, there must also be a middle margin drawn.
- ✓ Children use pencil to write when in Year 3. They can then earn their 'Pen Licence'. In the Upper School, most writing is completed with a handwriting pen. No biros are allowed.



# Marking Code



**'Tickled Pink'** – Things we were impressed by in your work. Well done for your effort and progress!

**'Green for Growth'** – Areas for development: can you correct or improve them using your **purple polishing pen**?

**O** In Maths, a circle around the numbers show where working out is incorrect

**Sp** In the margin to show a spelling mistake

**//** Start a new paragraph

**^** Word or words left out

**~** Wavy underline to show grammatical error

**?** Work doesn't make sense

**T** Error is linked to the child's target

**ct** Supply teachers/LSAs initial where feedback has taken place. For supply teachers they will initial and write 'supply'.

**VF** Verbal feedback given

**S** Supported work

**I** Independent task

**Note:** Sometimes these marks will go in the margin on the line with the error in it so that you can find and correct it yourself!

## Self / Peer Feedback

**Self / Peer feedback is given using a purple polishing pen and is clearly labelled as 'Self / Peer Feedback'.**

The same marking codes can be used.

Any comments must link to the WALT or any checklists / WAGOLLS used in the lesson.

**\*\* wish** To show two things that they have done well and one area for improvement.

**Learning Statement / Authorial Comment:** A brief reflective statement at the end of the lesson to self-assess your learning in the lesson and your progress against the WALT. Use sentence starters to help you.

***A copy of this marking code will be displayed in each classroom.***