

# **KINETON GREEN PRIMARY SCHOOL**



## **MARKING – FEEDBACK ON LEARNING**

**POLICY**  
**September 2019**  
Revise 2022

# KINETON GREEN PRIMARY SCHOOL

## Feedback on learning

Clues to the effectiveness of formative assessment are how well teachers listen and respond to pupils, encourage and, where appropriate, praise them, recognise and handle misconceptions, build on their responses and steer them towards clearer understanding. Effective teachers encourage pupils to judge the success of their own work and set targets for improvement.

*OfSTED Handbook, 2000, p61*

### **AIM OF THE POLICY**

To establish a broadly consistent approach to the way work is assessed and marked, so that pupils value and have a clear understanding. They will be well versed in how to respond to the marking system as a result of its consistent application throughout the school

### **THE PRINCIPLES BEHIND THE MARKING SYSTEM**

Good doesn't help much. He is just saying that it's not really very good. I'd like it if he just told the truth (Y3). *LEARN project, 2000,*

We believe that for a marking policy to be an effective way to inform children about their learning it should be manageable, clear in its purpose and consistent across the school therefore we believe that feedback to children should be:

- Fair and consistent by all staff including TA's and supply teachers.
- Positive and constructive with comments that highlight where a child has done well and, as importantly, how they could improve.
- Manageable for the teachers. Marking is only one aspect of the teacher's role and should not take up such an amount of time that teachers are unable to effectively carry out other aspects of their job.
- The teachers should feedback to the children against the learning objectives/success criteria for the lesson.

## **WHY WE MARK THE CHILDRENS WORK**

The core aims of the marking of children's work are:

- To provide opportunities to give praise and encouragement and to show we value their work.
- To motivate children to want to produce high quality work and make progress.
- To reinforce the expected standard being aimed for.
- To teach children to recognize what they have done well.
- To help children to improve their work through the setting of challenging, but achievable targets.
- To allow children to build up a realistic picture of their strengths and weaknesses.
- To foster a culture whereby it is alright to make mistakes because it is good to learn from and remedy them.
- To evaluate if teaching has been effective and inform the next steps of planning.
- To allow constructive intervention from an adult which addresses errors or misconceptions early and has an impact on pupil progress.
- To provide a record of past interactions for outside audiences.

## **Approaches to Marking:**

- Marking should be undertaken as quickly as possible. Marking may sometimes be done in the classroom with the child or a group, so that dialogue can take place and areas of concern or success promptly dealt with.
- It is not necessary to mark every piece of work in detail. Often, a *check* is all that is required. *Checking* of work simply indicates that work has been seen/monitored. It can be done as you move around the room through a simple tick or at the end of a piece of work. Its principle purpose is
  - To show you are aware of the quality of work
  - To challenge incomplete or untidy work
  - To record an occasional comment to acknowledge outstanding effort
  - To assess/identify pupils who may need more help or challenge.
- Different marking foci will apply to different pieces of work.
- Marks awarded at the end of a piece of work e.g scores in a times table test have their place, but should not dominate.
- Children should be taught to reflect on and respond effectively to teacher comments.
- Correcting every mistake can be demoralizing.
- Time should be allowed for pupils to reflect on teachers written feedback.
- Where the learning objective for the lesson is appropriate the work should be marked against the individual targets (e.g. the toolkits) or lesson learning objective.
- The teacher should choose to focus mark work of a particular group of children depending on the activity undertaken and the learning objective for the lesson. This may include a focus marking at the end of a unit of work or in the middle of a unit to ascertain the next learning steps. Focus marking should be applied to all children's work for a minimum of once a week for literacy and numeracy.
- All worked completed in core and non-core subjects should be marked using a range of check and focused marking where appropriate.
- Homework completed by pupils should be valued and marked using check marking, self or peer marking.

- After a piece of work, where appropriate, regular progress and assessment comments should be made. For information on written comment refer to the section 'Written Feedback'.
- Recognition of effort, presentation and behaviour may be referred to where they have impacted on learning and achievement or are directly related to the learning objective.

## **ERRORS AND MISTAKES**

**Progress Issue** – where there is a lack of understanding by the child linked to the objective of the lesson which is hampering the child's progress. This could be a misconception or an error.

Identifies a child who has made an error.

They will receive action from a member of staff.

The follow up action taken should be clearly evidenced in the child's book.

Identifies a mistake that the child is capable of correcting independently.

A tab should be added so the teacher can check the child has corrected their mistakes.

**Mistake** – the child has a good understanding but has rushed or been careless.

**Error** – the child does not have a good understanding of the objective/concept and action/intervention is needed.

Teacher marking should be in blue.

Pupil editing in purple pen or purple coloured pencils (KS1).

## **METHODS OF MARKING AT KINETON GREEN SCHOOL**

Our marking should include examples of:

### Verbal feedback.

- We believe that creating an ethos where children speak freely about their learning allows them to articulate their self-evaluation as well as more accurately informing teachers of strengths and weaknesses. The teacher needs to carefully plan so that time is built into the lesson to allow this to happen. The language of the classroom gives strong message to children about their achievement and teacher needs to use positive language.

For instance

'When you find something challenging it is an opportunity to learn something new' rather than, 'I know you are having difficulty with this.'

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### Written feedback.

Written feedback will follow a system of check and focused marking.

- Comments should relate to the planned learning objectives/success criteria, recognise the children's achievements and indicate the next steps in their learning.

- Time must be built into lessons for children to reflect on marking and respond to it before the start of the next lesson.
- These written statements may need to be read back to younger children.
- Teachers should write legibly and cursively in order to model good practice.
- ‘Pink for Think,’ must be used across Literacy and non-core subjects.

### Check Marking

- Should consist of a checking of the children’s work against the success criteria, this may include ‘ticking’ correct work, stamping with various appropriate stamps e.g. ‘learning objective achieved, TA supported, independent work, teacher guided work. It will also allow the teacher to ascertain any serious errors that need covering next lesson.
- Yellow, green and pink highlighters can be used at the teacher’s discretion.
- Appropriate comments/praise
- A variety of appropriately chosen stamps/stickers can be used to support check and/or focused marking and reward pupils.

### Focused marking

- A green highlighter will be used to highlight examples where the pupil has achieved the success criteria.
- A yellow highlighter will be used to highlight misconceptions in a pupil’s work in maths and in Literacy this will be for misconceptions in content and organization.
- A pink highlighter ‘Pink for Think,’ will be used in Literacy and non-core subjects to highlight misconceptions or mistakes in SPAG – Spelling, punctuation and grammar (sentence level work –sentence tricks.)
- A symbol of a T with a circle around should be written into the pupil’s book followed by a clear ‘next steps’ target linked to the success criteria.

### Examples of the types of written feedback that need to be used in focused marking and can be used in check marking:

#### A reminder prompt.

This simply reminds the child of what could be improved

- ‘Say more about how you feel about this person’

#### A scaffold prompt

Provides more structure than a simple reminder, this prompt provides some support.

- |  |                               |
|--|-------------------------------|
| • <i>Can you describe how this person is a good friend?</i>                        | <i>A question</i>             |
| • <i>Describe something that happened which showed you they were a good friend</i> | <i>A directive</i>            |
| • <i>He showed me he was a good friend when ...(finish this sentence)</i>          | <i>An unfinished sentence</i> |

#### An example prompt

This prompt gives the child a choice of actual word or phrases.

- *Choose one of these or one of your own*  
*He is a good friend because he never says unkind things about me*

or *My friend is a friend because he is always nice to me.*

- Modelling a strategy or method clearly sets an example for the pupil to follow and/or refer back to at a later stage.

### Over the Shoulder Marking

- Completed during the lesson whilst pupils are working independently alongside verbal feedback. Use of the green, yellow and pink highlighting.

### Peer and self-assessment

- Peer and self assessment is not a replacement for teacher marking and feedback. It is an important additional form of assessment that engages children in becoming self critical and independent. The aim of peer and self-assessment is to involve the children in the analysis and constructive criticism of their own work. The approach to peer and self assessment will depend upon the age and ability of the children. Time needs to be built into the lesson for the children to reflect on their work.

Examples of structured responses may include-

- Find one sentence / word you are proud of and read it to your partner.
- You have three minutes to identify where you think you have met the objectives and underline them in red. Decide with your partner whether you have met the success criteria for the lesson.
- Read your work. You have 3 minutes to write one way you could improve your work.
- Two stars and a wish.
- Discuss with your partner what you have learnt in this lesson. Write it in your book.
- Discussion of answers and strategies during the plenary session.
- Children using calculators as part of their pupil activity and during the plenary.
- Scanning a piece of children's work onto the whiteboard and the children critically assess against the learning objectives and success criteria for the lesson. The teacher needs to train the children to mark using the agreed school codes.

## **THE MARKING PROCESS AT KINETON GREEN SCHOOL**

### Before starting work

- Children must be allowed time to read and then reflect upon any targets/comments that have been written in their books.
- Before a piece of work is undertaken, children should be clear what is going to be assessed when the work is marked. Depending on the age and ability of the children pupils may be involved in setting some of the success criteria.
- The lesson objective (LO) and success criteria should be made clear in planning and needs to be shared with the class at an appropriate, planned, part of the lesson, revisited during the lesson and then time given for children to reflect at the end of the lesson.

### During the lesson

- Over the shoulder marking can be used during the lesson to target key points of learning.
- As the children are working, opportunities may arise to share oral feedback with them.

- The learning objectives and success criteria will be revisited and reviewed during the lesson in the form of a mini plenary to refocus the children.

### At the end of the lesson

- Appropriate to age and stage of learning, children should evaluate their own learning against the objective and success criteria.

There are a variety of ways in which the children can assess their own work including:

- Verbal with a peer/teacher/TA.
- Thumbs up and thumbs down (if being used and recorded for assessment purposes.)
- Smiley, straight, sad face drawn
- Traffic light system
- Where appropriate there may be a place for peer marking where children can work with a partner to assess their work.
- Ticking against a list of criteria
- Recording their comments at the end of their work e.g. one area where they have met the success criteria and one area they need to improve on.

## **Marking of SPAG**

Where pupils are not using the correct spelling, grammar or punctuation in writing across the curriculum, teachers will highlight key mistakes in pink highlighter and pupils will make corrections. This ensures that pupils are applying their spelling, grammar and punctuation skills effectively and learning from errors that they make. We refer to this as 'Pink for Think'. Further guidance on marking for 'Pink for Think' is outlined below:

- **Foundation Stage**

When correcting spellings, staff will highlight, where appropriate, depending on the sounds that have been taught during phonics sessions and which are appropriate to the child's current developmental band.

During modelling sessions, staff will model writing words using only those sounds already taught. Prior to sounds, children will be encouraged to think-write.

- **Key Stage 1**

Teachers will scribe over unreadable words so that it can be read by others. Incorrect spellings of phonics/ SPAG learnt so far will be highlighted in pink. Errors in punctuation, such as missing or incorrectly placed capital letters or question marks will be circled in pink with specific targets to ask the child to make a correction.

As the child progresses, for new vocabulary or more difficult vocabulary (especially Year 2), the pupil may be given some of the first letters of the word to help them identify it in a dictionary.

- **Key Stage 2**

The priority for corrections in KS2 is any mistakes in SPAG that are part of the curriculum for previous year groups. If there are other mistakes, related to SPAG already taught in the year group, especially relating to the learning objective for the lesson, then these should then be highlighted. Lastly, if a child is spelling other new

or adventurous vocabulary then this can be highlighted with tricky letters provided, if this helps the pupil to find/ spell the word correctly.

- General expectations for marking of SPAG

Spellings are marked with a 'sp' in the margin. Staff should routinely be picking up on habitual spelling mistakes, key vocabulary and common exception words.

There is a non-negotiable expectation that pupils are making corrections to the 'pink for think'. Teachers can choose when this takes place, but it would usually happen as part of morning work or at the beginning of a lesson.

Pupils need to make corrections to SPaG in purple pencil or pen.

## **RESPONSIBILITIES FOR MARKING**

### The headteacher should ensure: -

- School meets statutory requirements
- Statutory targets are set (whole school level)
- Information is disseminated to the assessment co-ordinator
- Implementation of regular marking/assessment is taking place
- Trends are monitored and data trends analysed
- Priorities in SDP are identified
- Quality of procedures is monitored

### The assessment leader should ensure: -

- Policies are up to date and regularly reviewed and used/complement other policies
- Information is disseminated
- Colleagues are supported and trained
- Links are established with other subject leaders and senior managers to guarantee coherence
- Statutory resources are in place
- Methods and procedures are clear to all subject leaders and are followed and used consistently
- Timetables are set clearly describing range of events associated with assessment cycle
- Means of agreeing standards throughout school are determined (liaise with subject leaders)
- Staff are provided with development opportunities - informs staff of new developments

### The class teacher should ensure :-

- Clear planning, learning objectives and success criteria are set and shared with pupils, during the lesson when appropriate.
- Assessment information is used to inform planning
- On-going assessment

- Pupils in need of support are identified. Liaise with SENCO
- *See assessment and SEND/Inclusion policies for more information*

# Marking symbols

Green highlighting Identifies words, phrases and/or mathematical strategies within pupil's work that meet the learning objective and/or specified success criteria.

Yellow highlighting Identifies progress issues within work in Maths and English.

Teachers can highlight all or part of the learning objective/success criteria in green/yellow.

Pink for Think highlighting Identifies progress issues in SPAG across subjects.

Highlighting should be used in the margin for the child to identify where in the text the progress issue is. The following codes should be used:

Sp - spelling  
CL - capital letter  
P - punctuation  
G - grammatical issue.

Put in the margin for a spelling the child should know. A mistake or a repeated mistake. The child should correct this.

If an error, highlight in pink and give spelling.

sp



Identifies a mistake that the child is capable of correcting independently. A tab should be added so the teacher can check the child has corrected their mistakes.



Identifies a child who has made an error. They will receive action from a member of staff. The follow up action taken should be clearly evidenced in the child's book.

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Start new paragraph here

^

Insert word or phrase here.

Stamp available Worked with teaching assistant

Supply teacher to initial Worked with supply teacher

Stamp available Played a game, (add a photo or a learning objective stipulating a game).

© or sticker Super description / vocabulary / punctuation / answer

dp 1, 2 or 3 dojo points awarded for varying degrees of effort/good work.

Definitions:

**Progress Issue** – where there is a lack of understanding by the child linked to the objective of the lesson which is hampering the child's progress. This could be a misconception or an error.

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