



## Marking & Feedback Policy

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Chair of Committee Approval	Piyus Tanna		June 2021
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### Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By
1	February 2015	Written and implemented CS	CS



At Cogenhoe Primary School, we understand the importance of effective feedback and marking. The aim of our marking policy is to provide a consistent approach to marking throughout the school. Marking informs future key points in teaching and learning, whilst providing feedback to children. Effective feedback enables standards to be raised.

“Marking has the potential to be the most powerful, manageable and useful diagnostic record of achievement...marking has two functions: to provide an assessment record and to provide feedback to the child.” (S. Clarke)

However,

“The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.” (QCA)

In order to impact on learning, feedback is therefore both oral and written at Cogenhoe Primary. At our school, feedback must be swift to children and effective, but also manageable to ensure that all pupils receive regular and relevant feedback

### **Effective Feedback**

**In order for feedback to be effective across our school it must include these generic points throughout the curriculum:**

- Clear learning objectives are identified in teachers planning for each lesson.
- These are then shared with the children either orally or in a written form in language that they can understand.
- Learning objectives are recorded at the beginning of each piece of written work as succinctly as possible.
- Marking focuses on the success criteria for the learning objective.
- It informs the child where success has occurred, and where and how improvement could take place.
- Provides strategies for improvement.
- Comments are always in a form that is accessible to the learner.
- Time is given for the child to read and respond to the written feedback. This could happen as part of the children’s morning work or at the beginning of a lesson
- Children are provided with opportunities to assess their own and one another’s work as an essential part of the feedback process.
- The outcome of feedback, along with other assessment information, is used to adjust future teaching plans.

### **Marking and Feedback Guidelines**

- Green pen is only used
- **Every piece of work needs an objective and challenge including curriculum learning.** When an objective has been met, the teacher ticks the learning objective. If they have not met or only partially met the learning objective the **LO** or **CH** has a ? by the side of it. **This needs to be addressed with the child before the next point of learning, when it is linked to the main LO.**

- Green highlighter is used across the curriculum to highlight positive points that relate to the learning objective. Yellow highlighter indicates points to improve on and there should be less negative than positive, i.e. more green highlighter than yellow. This does not refer to work in Mathematics, where a tick or a dot is sufficient.
- There should always be a positive comment; however it needs to relate to the learning i.e. it shouldn't say beautiful handwriting, if the focus is connectives.
- Within every child's book there should be a balance of questions and statements, which they respond too. For example... **Can you find where you have missed a capital letter? Can you give a better adjective to describe your character's personality? Spellings do not count as a constructive comment.**

### **Greater Detail**

For the following areas, these codes are used...

**sp** - for spelling. Spelling should only be high frequency words that they have already had. In Key Stage One there should be no more than two spellings to be practised (see below) and in Key Stage Two there should be no more than four spellings to correct. The symbol should be written above the spelling, and then children should be encouraged to practise their spellings under the finished piece. For example...

sp x 4 while \_\_\_\_\_

Please do not over do this, only high frequency or topic words etc should be highlighted.

// new paragraph

C.L (Capital letters) this should go where the capital letter needs to go.

F.S (full stop) where a full stop needs to go.

### **Feedback**

Feedback needs to be for the child and does not need to be onerous. It needs to inform them of their successes against the learning objective and then should state what they need to do next time. For example, if the lesson was on describing a character then the commentary might look like this...

Well done Alfie! You have used the some adventurous vocab from the challenge, which is great! Next time, can you please make sure you use adverbs to give more detail.

The child then needs to initial the work by the side of your comment. When you have posed a question, children should respond to your marking. They should be given time before the lesson starts to make any changes. **This is very important and there needs to be time given to train children, to ensure that it is neat.**

When marking the next piece of work, **teachers need to check that they have met their target from the previous piece of work. There should be an acknowledgement (initial) that they have and a date when they met it.**

If a child has worked intensively with a teacher in Guided writing, a VF should be put in the top corner, as you will have already given them the dialogue; which is more effective. However; if a TA has worked with a group, the teacher needs to record that it was need a VF with TA and mark it.

At our school, we never use a cross to show something is wrong, we dot the work.

### **Writing**

In writing a highlighter must be used, unless oral feedback is given (see generic criteria). Marking should focus on the learning for the lesson, however the non-negotiable can be commented on where expectations have not been met. In addition, these non-negotiables can also be used to set next steps for individual and to inform future teaching and learning on planning.

Where next steps have been given it is imperative that children are given time to respond to the comments. Following this, at an age appropriate level, a child would ideally initial the comments to show they have read and understood the points.

### **Key Stage One**

To ensure the children can access feedback that is written, pictorial cues should be used to provide feedback. The symbols must be stuck at the front of each child's book, so that adults can support children in making next steps.

### **Spelling**

Spelling is only identified when it is below expectations for the ability of that child. For example, an average Year 4 should be able to use "their" and "there" in the appropriate context. Spelling is identified with the abbreviation "sp" above the word and then corrected in the margin.

It is considered good practice to provide next steps for spellings by asking the child to write the correct spelling a number of times underneath the work, i.e. Year 2 may be asked to write 'when' into a sentence.

### **Identifying Pieces of Work**

- 1:1 in a margin or the side of the work, means that the child has had specific support.
- SW – means that a piece of writing has been written following shared writing input.
- GW – means that the child has been part of a Guided Group / Intervention group.
- VF (see notes above, this should collate with planning).

### **Big Write Marking**

These are independent pieces of writing and enable pupils to demonstrate their learning of the generic criteria. It is expected that these pieces of writing will be marked in greater depth and therefore when marking teachers must adhere to the following at an age appropriate level.

- Green and yellow highlighters are used as previously specified.
- Genre success criteria sheets should be attached to all big writes, so that pupils are able to recall their steps to success and can therefore include them in their writing. Success criteria sheets, should include elements of challenge to extend the more able learner at an age appropriate level. In addition, to support learners there should be space for pupils self-assess their work, which then teachers complete when marking. This is to ensure that pupils are clear on the feedback given in relation to the genre success criteria.
- When providing feedback for 'Big Writes' teachers must include the following points
- A positive comment in relation to the genre specific success criteria. If a child has missed an element of the success criteria from their work, the teacher should comment on this and where

possible ask the child to address this. For example in a non-chronological report it might be... 'Have a look at the way you have written your title. What is missing? Can you go back and change it?' The child should respond and the teacher should date it and initial it, when this has been completed.

- A next step in relation to the non-negotiable. This could be something they have forgotten to include or a challenge to further extend their learning. For example, it might be that the child has not included enough connectives. Therefore the teacher may write... Next time, please make sure you include a variety of connectives in your writing. Can you use a different connective other than and to complete this sentence? The dinosaur ate meat...
- In the following 'Big Write' teachers should then comment on the achievement of this target and date the previous 'Big Write.' To ensure that this child has an opportunity to meet this target, teachers need to use feedback successfully to inform planning.

### **Maths**

In Maths, there should still be commentary. If they have met their learning a challenge question should be posed at times.

### **Curriculum**

In curriculum, the same process applies. Feedback must comment on the learning objective for the session, which must be related to the key skill objectives. Therefore written work needs to be marked thoroughly and if it is right or wrong answer, then a tick against the LO is sufficient, i.e. ordering the planets would only require a tick.

Challenge objectives must also be identified in the children's work where applicable and feedback should be given using the abbreviations above.

Green highlighters should also be used to focus on the pupil's use of technical vocabulary for that subject area. Teachers may also use written feedback, peer marking or oral feedback in line with the generic guidance above.

We believe that the best curriculum allows children to apply their Maths and English skills in another context. Therefore feedback should also focus on this element of the children's work, see English and spelling section above.

