

Marking and Feedback Policy

Mount Pleasant Primary School

Approved: September 2021

Review: September 2023

Marking and Feedback Policy

Rationale

Marking pupil's work has several purposes:

- To celebrate successes so pupils know their strengths and are able to apply these to other areas of learning.
- To help pupils understand how to improve their work.
- To inform teachers of the next steps for planning and teaching.
- To enable pupils to make visible signs of improvement as a result of feedback.
- To inform pupils of their next steps so they can progress quickly.
- To encourage pupils to self-assess by reading and responding to their marking giving them greater ownership over their work.
- To encourage pupils to see their mistakes as an essential part of learning.

General Principles

Marking should be:

- Purposeful and meaningful, leading to impact and improved pupil outcomes
- Positive and constructive
- Closely linked to the intentions of the lesson
- Frequent
- Celebratory – both achievement and effort. Use of stickers or stamps is encouraged.

Learning Intentions

- The Learning Intention will either be provided for EYFS/KS1 pupils or written by KS2 pupils. Year 3 could have a transitional period in the Autumn term. For KS2 pupils who are expected to write the Learning Intention themselves, they will be asked to write the main learning title only. Please ensure children start with a capital letter and that it is underlined. (See examples in Appendix 1)
- Staff must think very carefully about their Learning Intention; it must be decontextualised and kept brief but capture the essence of the learning. If needed, a context can be given on the line below (please see examples in Appendix 1).
- The Learning Intention recorded in books will always start with LI.
- The language '**By the end of this lesson I will be better at.....**' will be shared with the pupils when sharing the LI.
- If the Learning Intention has been achieved a **short green diagonal mark** using a highlighter **at the end** of the learning intention will be marked, **otherwise it will be left blank**. Pupils can self-assess their learning by ticking the learning objective in pencil, if achieved. (Please see example in Appendix 1)

All Marking

- Staff are encouraged to mark and provide timely feedback during the lesson, as this will support pupils to remain on track.
- Pupils should be given time to respond to the teacher's marking, either correcting their work; answering the 'Have a Go' question; or addressing the next steps, if required. Responses need to be acknowledged with a tick.

English

- For any pieces of longer writing, staff are expected to mark in more detail. This would be through the use of the Writing Assessment Framework for English. In KS1, this may take the form of verbal feedback with a VF code and a list of bullet points discussed.
- As staff are marking pieces of writing, they should use their green highlighter to point out effective use of words or phrases.
- Staff should use their knowledge of the pupil and what has recently been taught when correcting spellings. Staff should only ask pupils to correct a small amount of words that they know the child should be able to spell. In some cases, staff may need to provide the correct spelling. Remember, the main point of the lesson is the intention and the main thrust of the marking should be geared towards this.
- Staff are expected to encourage pupils to consider their presentation and handwriting skills and pupils should be asked to practice basic skills.
- Peer assessment can be used in writing, in particular with KS2 pupils. Pupils could leave feedback on a Post-it or slip such as: *I have done this well* followed by a bullet pointed list or *My work has been checked by ...* or *I need to improve on ...*
- UKS2 pupils working at the expected or exceeding age-related expectations should have words and phrases highlighted in orange for any areas of development. These can be used for teaching points and providing pupils with 'Have a Go' questions.

Mathematics

- Correct answers will be ticked, and crosses used for incorrect work.
- Pupils are expected to correct any errors and write the corrected answer next to the mistake, in purple pen. Staff need to tick off the new calculation when correct.
- A worked example may help to clarify the pupil's thinking.
- Children can use purple pen to mark their own work. This will need checking by the teacher.

Foundation subjects

- Work should be marked against the learning intention.
- Feedback given should relate to developing the skill.
- Feedback relating to basic English skills should be used as required to maintain high standards of presentation.
- If the piece of work is to be used as part of the English curriculum, the writing assessment framework should be used.

Next steps / Have a go

- All children should have regular 'Next steps' to develop their learning further. Consider areas which children are struggling with in the particular lesson and take into consideration objectives from the Developmental Skills or Assessment Grids for English.
- Next steps can take many forms and can be referred to as 'Have a go' if you want the child to address these areas in the completed piece of work (see below)
 - A challenge question can be written to move learning forward for any child who has achieved the LI.
 - A reminder, e.g. 'Remember to add more adjectives to describe the setting. Can you think of at least two adjectives to improve the description of the setting?'
 - A provided example, e.g. 'Use this adjective to improve this sentence. Now you think of one more example to describe the house.'
 - A list of bullet points to address in this piece of work or in future work.

Responses need to be acknowledged through a tick or further comment, as appropriate.

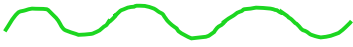

General

- When staff have to intervene, a 'd' in a circle plus a word or phrase should be written to indicate what the discussion entailed. This would be used more often with EYFS/KS1 pupils or pupils in KS2 working at below age-related expectations. Pupils are expected to respond to this feedback, resulting in better progress within the lesson. Staff must check on the progress made and tick off this work.
- Marking should be completed daily and the information gained used to adapt the next lesson, if needed.
- Specific codes (see Appendix 2) may be used to explain the level of support the child has received.
- When providing pupils with verbal or written feedback, it is essential that the feedback is given in Standard English. Staff will also strive to model the high level of presentation and handwriting that is expected from the children.
- Staff must plan time within lessons for pupils to respond to the marking and feedback as and when required.
- Staff will use a green pen to mark.
- When editing their work pupils will be asked to use their 'purple polishing pens' to indicate the edited work.










Monitoring

Regular work scrutiny and discussions with pupils will be undertaken by senior leaders to ensure that the marking and feedback policy is followed, and that marking is of a consistently high standard throughout the school.

UKS2 Marking Scheme

This is what you see and this is what it means!
✓	Well done, your work is correct.
X	Can you see where you went wrong?
p	Please correct a punctuation error.
sp	Check this spelling.
^	Please add in the missing word or letter.
//	A new paragraph is needed here.
	Check if this makes sense.
ⓓ + key word / phrase	My teacher discussed my work with me and gave me some good ideas on how to improve my work.
 at end of learning intention	I achieved my Learning Intention.
Learning Intention left blank	I did not achieve my Learning Intention.
Have a Go	I need to respond to my teacher's marking.
Words or phrases highlighted in green	Excellent writing.
Words or phrases highlighted in orange	I need to improve this.


LKS2 Marking Scheme

This is what you see and this is what it means!
	Well done, your work is correct.
	Ooops. Can you see where you went wrong?
	Please correct a punctuation error.
	Please insert missing punctuation.
	Check this spelling.
	A new paragraph is needed here.
	Check if this makes sense.
 + key word/ phrase	My teacher discussed my work with me and gave me some good ideas on how to improve my work.
 at end of learning intention	I achieved my Learning Intention.
Learning Intention left blank	I did not achieve my Learning Intention.
Have a Go	I need to respond to my teacher's marking.
Words or phrases highlighted in green	Excellent writing.

KS1 Marking Scheme

This is what you see and this is what it means!
✓	Well done, your work is correct.
X	Oops. Can you see where you went wrong?
p	Please correct a punctuation error.
○	Please insert missing punctuation.
sp	Check this spelling.
ⓓ + key word / phrase	My teacher discussed my work with me and gave me some good ideas on how to improve my work.
/	Finger spaces missing.
✓ at end of learning intention	I achieved my Learning Intention.
Learning Intention left blank	I did not achieve my Learning Intention.
Have a Go	I need to respond to my teacher's marking.
Words or phrases highlighted in green	Excellent writing.

EYFS Marking Scheme

This is what you see and this is what it means!
✓	Well done, your work is correct.
WS	I had some help with my work.
d + key word	My teacher discussed my work with me and gave me some good ideas on how to improve my work.
	I achieved my Learning Intention.

Appendix 1

Learning Intentions


To ensure a consistent approach to our Learning Intentions, it is important for all staff to follow the guidance below. We need to model good standards of English, correct punctuation and grammar at all times. Please spend time ensuring that your Learning Intentions make sense and are correctly punctuated. Learning Intentions must be decontextualised, skills based and kept brief but precise about what the actual learning will be. At times, a context may be used to provide any pertinent contextual information, see examples below.

KS1

Staff will verbally share the Learning Intention of 'By the end of this lesson, I will be better at **rounding to the nearest 10.**' This may be shared on a smart screen and in the teacher's planning, but the pupils will only have the intention.

Example in KS1 pupil book

18.01.17

LI: Rounding to the nearest 10. 

LI: Subtraction.

Context: 2-digit numbers to 100

LI: Finding out about and giving examples of different religious rules.

Context: Five Pillars.

If the Learning Intention has been achieved, the staff will use a short green highlight mark at the end.

KS2

Staff will verbally share the Learning Intention of 'By the end of this lesson, I will be better at **solving word problems involving division.**'

This may be shared on a smart screen and in the teacher's planning, but the pupils will only write the intention.

Example in KS2 pupil book

LI: Solving word problems involving division. 

If the Learning Intention has been achieved, the staff will use a short green highlight mark at the end. If the child feels they have achieved the LI, they will put a small pencil tick at the end of it.

EYFS

In Nursery each child will receive a context sticker to explain the children's learning for that week. Adults will work with children on a one to one basis to complete an adult led activity. Comments will reflect the children's level of understanding and support required.

Example in Reception

The Learning Intention and week commencing date will be typed and provided for the pupils.

W/C 13th January 2020

By the end of this week I will be better at sharing my knowledge of nocturnal animals. Steps to success	Can I do this?	Initial
I can share what I know about nocturnal animals using a full sentence.	I WS	
I can sound out simple words and write the graphemes.	I WS	
I can attempt to write a meaningful sentence.	I WS	
EXT: I can use 'and' or 'because' to extend my sentence.	I WS	

If the Learning Intention has been achieved, the staff will use a short green highlight mark over the I or WS. Comments will reflect the support given to the child in order to help them meet the learning intention. Children will complete a "Have a go" at the time of the activity and this will consolidate key skills or work towards next steps.

Maths:

Number sentences will be marked with a tick if correct. Incorrect answers will be left unmarked and adults will discuss this with the child.

Appendix 2

Throughout school

At times, it may be useful to annotate with these codes:

WS	I had some help with my work.
FS	I had full support with my work.
I	I worked independently.
PW	I worked with a partner.
GP	I worked in a group.
V	Verbal composition with an adult prior to writing.