SW9 PARTNERSHIP
MARKING AND FEEDBACK POLICY

The SW9 Partnership is a federation of two one-form entry primary schools. Our vision is to work together to provide outstanding teaching and learning for all our pupils.

We have agreed that our purpose for marking work is:
- To inform teacher's planning so that the needs of all children are met
- To enable children to make improvements to their work so that they are continually making progress
- To guide children through their learning by providing next steps
- To develop a written dialogue between the teacher and pupil or pupil and pupil
- To build children's confidence and excitement
- To motivate and encourage each child to do their very best
- To show children that work is valued
- To assess a child's piece of work and to ensure that the learning intention has been achieved

Responsibility for marking work:
- The ultimate responsibility will always lie with the class teacher. However, in practice, the person who teaches the lesson should ensure that the work is marked.
- Teaching assistants are encouraged to mark the work of the group they support.
- As children progress through the school they will become more effective at self-marking and peer-marking.

Underlying Principles:
- The majority of feedback given should be focused on the learning objective and success criteria that have already been shared with/created by the children prior to starting work.
- The learning needs of individual children are understood, work is matched and verbal/written feedback given appropriately.
- Feedback should be positive in tone and celebrate the successes of the children and encourage the children to persist in their learning. Developmental comments should be constructive and provide children with the guidance on how to improve (ratio of positive to constructive development points e.g. 2:1, 3:1).
- Feedback can be written or verbal or through self-assessment or peer-assessment.
- Children should explicitly be given the opportunity to respond to any feedback given. This will be during the lesson (intervention marking) or at the beginning of the next lesson.
- Marking and feedback for children with SEND will be carried out in line with the Inclusion Policy and will consistently take into account the targets outlined in the Student Support Plan.

Written Feedback…(Happens after the lesson)
- Is most likely to be needed with children in Years 2 and above when the children are able to engage with their feedback independently. However, the use of green and pink marking in Year 1 and Reception works effectively through the use of marking symbols used for capital letters, full stops and finger spaces.
- The most effective marking takes place with the children, e.g. when staff are working with a focus group. It offers guidance as to the extent to which learning objectives have been met and suggests the next steps children might take in their learning.

Intervention Marking and Feedback…(Happens during the lesson)
- Can support, consolidate, accelerate or challenge children's learning.
- Will be mostly verbal.
- Is most powerful when pointing out successes and improvement needs against the learning objectives and success criteria. The quality of thinking can be higher when feedback is verbal.
- Is usually interactive and developmental. It may give reassurance or a quick check on progress or may also be used to extend the children's learning. The effect of teacher comments will be seen in a child's response in moving on to the next learning step.
- May be given to an individual, a group or the whole class.
- Will be recorded in books using 'INT'.

Key Features of Marking and Feedback

- All pieces of work should be marked.
- Written feedback is legible and clear for the children to understand.
- The 'Can I' or Learning Objective should always be written or stuck into books and this will be assessed in the following way – a full triangle to show the objective has been achieved, two sides of a triangle to show that they need more practice, and one side of a triangle to show limited/no understanding.
- Work should be annotated with T for work supported by the teacher and TA for work supported by the teaching assistant.
- Children will self-evaluate against the learning objective by writing a number 1-4 (1 = I have not understood, 2 = I need more practice, 3 = I have understood, 4 = I could teach someone else).
- Green highlighters are used to identify where the child has successfully achieved the learning objective or has applied one of the success criteria (**Green is Great!**). Teachers should identify two or three examples.
- Pink highlighters are used to identify an area for improvement, usually through a reminder prompt, scaffold prompt or an example prompt (**Think Pink**). If asked, children should be able to identify what areas they are working on.
- Any additional written comments should relate to the learning objective and generic comments, such as 'good' or 'well done' should be avoided unless they are also explained (see examples).
- Crosses, crossing out or other negative marks are unacceptable.
- Dojo points, stars, stickers and stamps are incentives and rewards for good work.
- Where written feedback is used, children are expected to read the comments made and it is essential that time is allocated to do this.
- Teacher's additional comments will be made in purple pen.
- Children will make edits, improvements, corrections and respond to questions in green pen.
- Children will be taught to take part in peer and self-assessment marking. They will use success criteria grids, which are stuck into their books.
- High frequency words or words with a recently taught spelling pattern will be the man focus for feedback on spelling. In RE, topic and science books subject specific vocabulary will be corrected. An incorrect spelling will be underlined in pink highlighter and the word will be correctly spelt under the child's work. The correct spelling will be followed by three lines for the child to practise spelling the word correctly.
- In all subject books we expect high levels of presentation. Where a child forms a letter/numeral incorrectly, the teacher should model correct formation three times and the child should correctly form the letter/numeral five times (five short marks should be drawn on the line for children to practise).
- If three sides of a triangle are given, a next step marking is used to challenge the learner.
- All homework should be marked with a comment where relevant alongside the homework grid.

Appendix A: Marking Codes

Green is Great!

Pink to think……

Marking Guidelines
Green is Great - Pink to Think

Green highlighters are used to show the children what they have done well. This should be related to the 'Can I' and success criteria.

Pink highlighters are used to make the children aware of what they need to improve.

Some pieces of work will be followed by a written comment:
• If the comment has a pink mark next to it, the children will need to make improvements, corrections or practice spelling or letter/numeral formation.
• If the comment has a green mark next to it, the children will be given a next step or extension question.

Remember, children make progress with high quality feedback that shows where they made a mistake and gives them opportunity to rectify it.
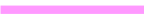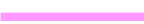
Highlighting Work
'Green is great' highlighting celebrates success and recognises learning towards the Can I or Learning Objective and success criteria:
● Fantastic, keep this word, phrase, sentence, paragraph (In English)
● You have followed the success criteria, the process is correct (In maths)
● You have followed the success criteria and have drawn an accurate conclusion (In topic)

'Think Pink' highlighting indicates where there could be improvement. This may be supplemented by additional comments from the teacher:
● Improve this word, phrase, sentence starter (In English)
● Calculation error, incorrect operation, consider place value (In maths)
● Think about viewpoint, scale (In topic)

Code	Meaning	Example
	I have not understood.	
	I need more practice.	
	I have understood.	
Self evaluation: 1/2/3/4	1 – have not understood 2 – I need more practice 3 – I have understood 4 – I am so confident that I can teach someone else	
_____	Spelling mistake Rewrite my spelling mistake three times	school — I like skool
_____	Incorrect Letter/Number formation Practise correctly five times	a a a 8 8 8
Ⓖ	Grammar error Check my grammar error	Ⓖ The girls shoes were red.
Ⓟ	Punctuation error check my punctuation	Ⓟ Would you like a biscuit. Here is the bread
T	Class teacher supported me	
TA	Teaching Assistant supported me	
PW	Paired/Partner work	
Int	My teacher intervened to support me and move my learning on	The dragon flew down…. Int – VF The corageous dragon swooped down from the tower which was as tall as a skyscraper…
VF	Verbal feedback has been given	
	Next step During the lesson – To move on After the lesson - Answer the question using a green pen	Write a word problem using this skill.
	(YR/Y1/Y2) - Full stops/capital letters/finger spaces have been forgotten. Rewrite the sentence correctly.	Sentence to be re-written will have been highlighted in pink. This may need to be modelled.
	Writing is not joined up Rewrite this sentence using joined up writing.	Sentence to be re-written will have been highlighted in pink. This may need to be modelled.

Appendix B: Example/Reminder/scaffold prompts examples (Maths)

REMINDER PROMPTS

To reinforce the learning objective.

1. Reiterating the learning objective
   - Remember to…
   - Please explain why this is correct/is the best method

2. Elaborating on the learning objective
   - Please show me a different method you could use to solve this
   - How would you describe this sequence/these numbers?
   - Why does this work?

SCAFFOLDED PROMPTS

To support and extend the child's learning.

1. A calculation with missing parts

   [ ]   + 53 = 127

2. A focused directive on a specific element
   - We could check this by using the inverse…
   - To make the method more efficient we could make these two steps into one. Have a go!

3. A question to delve more deeply
   - If two more girls and one more boy joined the class, how would that change the graph?
   - If turning from North to East is 90 degrees, how many degrees is it if I turn from North to North-East?
   - Would this still work with decimal numbers? Why/why not?

4. Open-ended questions
   - How many different irregular quadrilaterals can you draw?
   - How many other different ways can you write 1 metre?
   - What proof do you have?
   - Is it a unique solution? How do you know?

EXAMPLE PROMPTS

To offer a choice of ideas as possible improvements.

1. Alternative methods
   - Circle the method you think is correct or choose your own…
   - Which of these is correct? Why?

2. Alternative reasons/explanations
   - Circle the explanation/description of the graph you think is correct or write your own…
   - Which of these reasons is correct? Why?

Appendix B: Example/Reminder/scaffold prompts examples (Literacy)

IMPROVEMENT PROMPTS • Say why you thought this (justifying statement) • Say how you think this made him feel (thoughts about feelings) • Use another adverb/adjective here (add something) • Think of an alternative word for bad (change to improve something) • Could you describe her? (tell us more) • How is your story going to end? (what happens next?) • Read your work – can you add… (3 full stops, an adverbial which says where, a question mark, etc) • Is there another way you could write this information (highlight sentence)?
SCAFFOLDED PROMPTS To support and extend the child's learning. • Why was it a dismal time? Why did you hate being there? • How do you think ….. felt? Do you think ….. had regrets? • Let's use some adverbs to describe how they felt. Fill in the spaces. Jason tried _____ to distract him, but the dragon __ly used his strength to get past. • What kind of monster was he? Change bad for a word that makes him sound more frightening. Write it in the box. • What type of a boy is James? Good, bad, kind, shy? James was ………. • What do you think the merman said to the mermaid before they went home together?
EXAMPLE PROMPTS To offer a choice of ideas as possible improvements. • Choose one or your own: 1. It was dismal because I was bored all the time 2. I found it dismal having only my granddad to talk to. • How do you think he felt? 1. Angry that people did not trust him. 2. Annoyed with himself for lying in the past. 3. Your own ideas? • Improve the fight by using one of these or your own: 1. The dragon's tail lashed violently. 2. Jason bravely lunged at the dragon. • Try one of these instead of bad: ferocious, terrifying, evil. • Describe James' character, perhaps: 1. James was a kind, likeable boy with a great sense of humour. 2. James was often excitable and noisy. • Write one of these or your own ending. 1. 'I love you' said the merman. 2. The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her.

Adapted from Enriching Feedback in the primary classroom by Shirley Clarke

Tell me 1/2/3 reasons why I should give you a Dojo Point for this work
If the answer was ….. What could the question be?

Next Step Marking

Write a word problem using this skill
When might you use this skill in real life?
Which is your favourite word used today and why?
How does the reader feel at different times throughout your writing?
Choose a different conjunction and include it in a new sentence.

Other curriculum areas
What would happen if this event happened now?
Why do we learn about other counties?
What would the world be like without electricity/light/sound?
How could we have done this experiment differently?
How is this similar to Christianity?