



# Marking and Feedback Policy

*Maximum Effort for Maximum Achievement*



## Rationale

At Buttsbury Junior School the Marking and Feedback Policy is a working document which generates and informs good practice throughout the whole school.

Marking is an essential part of planning, assessment, teaching and learning. We believe it should provide constructive feedback to every child, focusing on success and improvement needs against the learning objective and the success criteria. This will enable children to become reflective learners and help them close the gap between current and potential performance. As a whole school it helps to promote positive attitudes and behaviour, leading to an improvement in standards.

## Aims

Marking and Feedback should:

- Give children specific time to read, reflect and respond to marking and their learning.
- Show children that their work is valued and encourage them to do the same, by giving recognition and appropriate praise for achievement, presentation and effort, thus promoting positive attitudes and self-esteem.
- Involve children in their own learning, developing self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from teachers and support staff.
- Offer children specific information on the extent to which they have met the learning objective (Can I...?), the success criteria and/or the individual targets set for them using a 'WWW' (What Went Well) statement in purple pen.
- Provide constructive comments which give clear strategies for improvement e.g. an 'EBI' (Even Better If) statement in red pen with a clear task for the child to complete in that piece of work (where appropriate, please see Literacy and Foundation marking below) using a green pen. The teacher acknowledges the child's response in purple pen and initials the response.
- At the end of maths lessons, the teacher will display three 'Now Try This' (NTT) questions to challenge the child to develop their reasoning and problem solving skills. Using AfL from the lesson, the teacher will instruct children on which NTT to complete, in green pen, in their book. The child completes in green pen. The teacher responds in purple pen and initials the response. Teachers may also use 'Let's Talk Together' (LTT) if they feel the child needs further support. This depth of marking is expected at least three times a week.
- Gauge the children's understanding, correcting errors and clear up misunderstandings.
- Include the use of a consistent marking code throughout the school.
- Encourage and teach children to self-mark/assess and peer assess where possible.
- Identify pupils who need additional support/more challenging work and the nature of the support/challenge that is required.
- Be manageable.
- Provide on-going assessment that should inform future lesson planning and inform individual tracking of progress.
- Involve all adults working within the classroom.

## Strategies

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child.

- In all lessons across the curriculum, a clear and specific Learning Objective (Can I ...?) and the Success Criteria (Challenge 1, 2 and 3) will be explained and discussed with the children. They will be clearly visible to the children throughout the lesson on a section of whiteboard at the front of the class room. The learning objective will be written in the children's books to form the title of their work and will be clear and concise.

- The marking should always be in accordance with the learning objective, success criteria and any individual learning targets where appropriate.
- Children should be given time at the beginning of each lesson to read and respond to their teacher's marking and comments and complete any additional EBIs or NTTs. The teacher may need at this point to model or explain a teaching point etc.
- When a spelling mistake is picked up the word/s will be underlined and 'SP' written in the margin. Generally only high frequency words and technical vocabulary should be underlined. Up to 3 spelling mistakes will be chosen by the teacher from the piece of work and 'SP' written at the bottom for the child to use a dictionary and correct the spelling by this indicator. However, if the pupil is a highly accomplished speller more complex spellings will be picked up to allow progression.
- Marking and/or feedback may be oral and immediate through discussion with individuals, groups or a whole class this may be indicated by a single word in the margin from the teacher e.g. semi-colons.
- Comments will focus on only one key area for improvement at any one time.
- Written comments should be neat, joined and in line with the schools handwriting policy and written in purple for WWW and red for EBI. Children will use green at all times to peer mark and respond to comments. When peer marking, the child adds their own initials.
- The marking system should be constructive and formative. A useful formula is this 1) WWW (What Went Well) to give praise 2) EBI (Even Better If) to explain and provide a concrete suggestion for improvement, if appropriate, in that piece of work.
- Marking will normally be done in the lesson by teachers and TAs although this may not always be possible. Where this is not possible, it should be completed before the next lesson in that subject.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Children's planning is a very important part of the writing process. Where a child is using a plan to inform their writing, the pupil must have feedback on their plan before they begin the task.
- If a child has demonstrated Mastery in their work the teacher will indicate this with a purple 'M'.
- Stickers, stamps and certificates may be used as part of the process where teachers consider them to be appropriate.
- Work in all pupils' books, in all subjects, must be acknowledged in some capacity as appropriate to the subject.
- Generally, however, work will be marked against the learning objective/success criteria. When a supply teacher marks pupils' work this marking policy should still be adhered to, however 'ST' (Supply Teacher) should be written at the end of the piece of work. Some marking will have detailed Assessment for Learning written feedback as recommended within this policy.

### **Marking should be against the Learning Objective of the lesson**

- The Learning Objective must be developed through the planning, though sometimes it may need to be adapted during the lesson in line with good Assessment for Learning practice. Children may contribute to this process.  
All lessons should have:-
- The Learning Objective this should be concise and in the 'Can I' title that the children write in their book.
- Marking and feedback should therefore reflect upon how well the children have done in terms of achieving the success criteria in order to determine how effective their learning was.

### **Assessment for Learning (AFL) Marking**

- In a lesson there should be a clear and specific learning objective, discussed before a task is started, so the children know what they need to do to succeed. At the end of the lesson, as part of the plenary children should evaluate their work using a smiley

face system and indicate which challenge they feel they have achieved with a C1, C2 or C3.

- When marking, the teacher will draw a smiley at the end of the piece of work against the Learning Objective: A happy smile if the pupil has achieved it, a flat smile if the child is nearly there and add an unhappy smile if the Learning Objective has not been achieved. Suggestions can be written, if necessary, for ones that are only partly or not achieved.
- Improvement (EBI) Prompts can be added to show children where they went wrong and how they can improve etc. These give a concrete example of what the suggestion for improvement might look like and ask the children to go back to their work and make improvements as suggested.

### **Specific Types of Marking to be used at Buttsbury Junior School**

#### **Literacy marking**

Each unit/text type in literacy should last 2 or 3 weeks. The type of marking will depend on the stage of the teaching process. At the beginning of the unit, an overall aim should be on the Working Wall using the phrasing 'By the end of this unit, we will be able to...'

#### **Week 1:**

- There should be 1 quality marked piece of work, using WWW and EBI

The EBI given will be feature specific such as the use of adjectives or time conjunctions, depending on the text type. This will then become the child's target – a 'T' is written next to this to symbolise that it is a target. From that date until the end of the unit, children should be aware of, and respond to their target, throughout the lesson (where appropriate) and highlight in their writing where they have met this and add a 'T' next to it in the margin. Peer and self-assessment should be used on other days so even though we are not quality marking, there is still reflection on the piece of work. In these weeks there should be one peer assessment (book share one day then alternate on another day) and one self-assessment.

During lessons, teachers and support staff circulate the room and give improvement advice as appropriate. All other work will still be marked with a comment linked to the Can I. Work will also be marked throughout, such as using double ticks over good examples and picking out spellings.

#### **Final week of unit:**

Writing tasks will be marked using the live marking approach (with the exception of independent write). Teachers and TAs are to circulate the room during writing time and give children in the moment, verbal feedback. This is to be recorded in the margin with a single word/phrase using a purple pen e.g. Sentence starters or punctuation

Children are then to go back through their writing and edit this aspect using their green pen and then continue. The comment in the margin is then to be used by the child as a mini-target to move their writing on.

When marking at the end of the day, the teacher draws a smiley, straight or sad face at the end of the piece of work. If a sad face is drawn, the teacher makes sure they speak to the child the next day. Spellings are to be picked out as normal too.

For the children who the teacher and the TA did not manage to access during the lesson, they are to have an EBI of a single word/phrase in red e.g. sentence starters or punctuation.



On the independent piece of writing, the work will be marked throughout. The final comment will be a positive comment such as "Well done! I have really enjoyed reading your traditional tale and you tried hard to include many of the key features of the text type." No EBI is given on this piece. The independent write will be levelled against assessment sheets.

### **Maths Marking**

Teachers and TAs are to circulate the room and mark as they go. During this time they can challenge or support children as required.

NTT should be completed 3 times a week. Three differentiated NTTs are to be displayed to children at the end of the lesson and children only need to write down which NTT they are completing e.g. NNT2, however, when shapes, tables or drawings are necessary, stickers may be used. Children complete the appropriate NTT as directed by the teacher based on their AfL whilst completing their live marking.

If a child has not understood the lesson and needs a recap it is acceptable to write LTT (Let's Talk Together) and have a small focus group. The focus group can be taken by the TA or teacher and books should be initialled and dated to show a discussion/repeated teach has taken place.

When the teacher marks the books after the session, they mark the Green pen work (no comment is needed unless they are wrong) and any un-marked questions. They then put a smiley, straight or sad face at the bottom. Spellings also need to be marked as mentioned above.

A weekly skilled based target must be clearly displayed on the Working Wall (for example: To be able to use the grid method to multiply.) Can I statements will link to this target building over the week and be ticked in accordance to this policy.

If a child has met the target at the end of the week this should be shown, by the teacher on a Friday, with a circled T in the bottom corner of the page. If the child has not met the target, the teacher does not add a T. In addition to this children should annotate the Friday Can I with a T in a circle if they feel they have met the weekly target or a T in a circle with a cross through it if they do not believe their target has been met. The teacher should tick this if they agree with the child's self-assessment.

If the child has not met the skill based target the teacher will not put a T and a sticker should be hand written and used as a target in the back of their book.

An M in a circle should be added by the teacher if they feel a child has demonstrated a knowledge of Mastery within their work.

### **Foundation marking (including Science)**

During lessons, teachers actively circulate, providing feedback as they go, and marking/discussing as they walk around. This may include reminders of Literacy targets, spellings and ensuring focus on the challenge. Again, if there are any common misconceptions a small group may be formed for additional support/intervention. Teachers are to smiley, straight or sad face the children's learning after the lesson unless there are errors which need addressing.

Over the course of a half term, the marking on foundation work (with the exception of Art Sketch Books) should include:

- 2 examples of self-marking by the child. With a teacher smiley against the Can I. If the teacher agrees with the child's EBI, they can add "I agree!"



- 2 examples of peer marking. Teacher can then add a smiley against the Can I. If the teacher agrees with the child's EBI, they can add "I agree!"
- 1 quality mark on the Cross Curricular Write. This is to be completed in the same way that writing is marked in the last week of an English unit. Teachers are to complete live marking, with verbal feedback and single word targets recorded in the margin. Similar to maths, three differentiated Bloom's questions are to be displayed at the end of the lesson and the teacher directs children to the appropriate challenge. Children are to complete this in green pen.
- Science books should have 2 quality marks – the second piece is selected at the discretion of the teacher but should reflect the level of input from the child e.g. completing a simple table is not appropriate but an investigation write-up could be.

When formulating written and verbal improvement comments, staff will use ideas from Bloom's Taxonomy. This helps them to think about the next step for the children e.g. if a child has written a knowledge based response, questions that relate to comprehension may help to extend their learning/understanding, however if a child has shown an analytical response in their work then a synthesis question may be appropriate. Year Group staff will plan the Bloom's questions prior to the lesson to further the children's learning.

In addition to this children should be encouraged to use their Literacy Target as much as possible within their Foundation Subject work (when appropriate) and highlight the target placing a 'T' in the margin each time they have demonstrated it.

Work will also be marked throughout, such as using double ticks over good examples and picking out spellings.

Art Sketch Books should be marked by the teacher with a positive comment written discreetly at the corner of the page. Marking should not be written across work and where a whole page has been used by the child marking should be completed on a post it note and stuck on the appropriate page.

### **Self-Marking and Feedback**

- When appropriate children should self-mark or peer mark to ensure they are involved in the marking process; this will be in green pen.
- On occasions children may be asked to write 'marking' comments on their own, or peers' work. Children should first write a positive comment (WWW) and then suggest a way to improve the piece (EBI), against the Learning Objective and the Success Criteria. Children should initial any comments written to demonstrate whether the work is self or peer marked. Children will need training in how to achieve this effectively, this will be built up gradually from Year 3.

***Homework should not be self-marked and positive comments must always be given by the teacher. Homework books should only be marked in purple pen.***

### **Policy Review**

Policy Date: Autumn 2020

Review Date: Autumn 2023

## Appendix A



### MARKING KEY

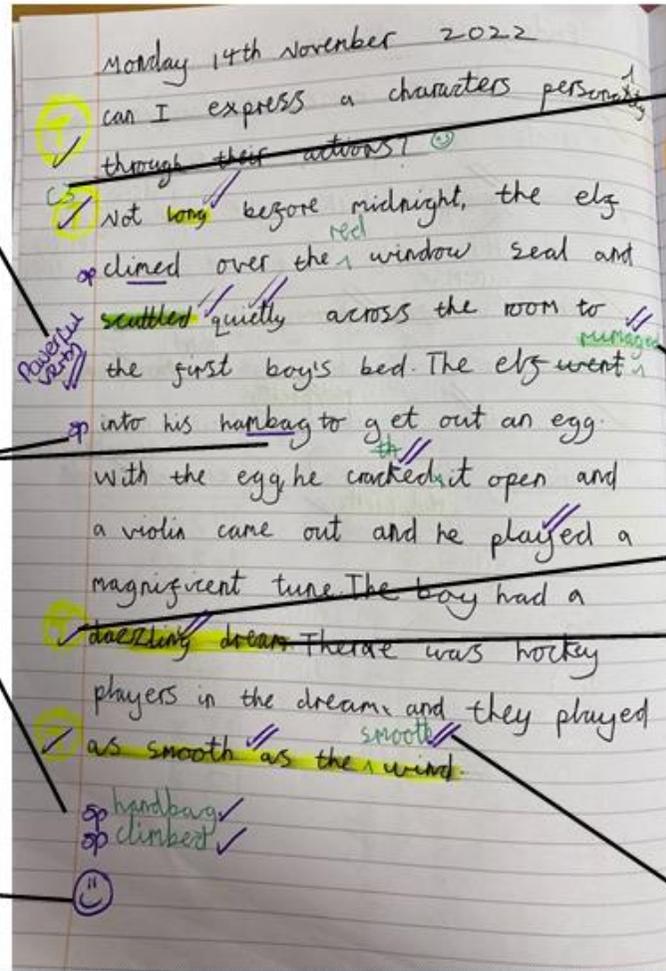
<b>PUPILS – SELF MARKING</b>	
<b>CODE</b>	<b>EXPLANATION</b>
WWW	What Went Well...
EBI	Even Better If...
NTT	Now Try This...
LTT	Let's Talk Together
☺	I've met the Learning Objective
☹	I'm nearly there with the Learning Objective
☹	I haven't understood the Learning Objective
T	Individual Target met
<b>PUPILS NEED TO USE GREEN PEN WHEN PEER AND SELF MARKING</b>	
<b>TEACHER MARKING</b>	
☺	You have met the Learning Objective
☹	You have nearly met the Learning Objective
☹	You have not met the Learning Objective
○ (circle)	Incorrect punctuation or use of capital and lower case letters
^	Missing word
//	New Paragraph
?	The sentence doesn't make sense
✓✓	A good example of the success criteria being met.
*	Complete EBI here
<b>Word underlined + SP(margin)</b>	Spelling mistake
(ST)	Marked by a supply teacher
M	Mastery

# Marking and Feedback Crib Sheet

Live Marking comment related to the challenges to move the child's learning forward.  
This has been ticked to recognise that the child has used it in their writing.

Age appropriate spelling mistakes identified by the adult (no more than 3).  
This has been identified after the lesson as the child has corrected the spellings under their work rather than in green pen within the lesson.

After the lesson, the teacher has looked back through the books and added a smiley to feedback to the children how well they have completed the task overall.



The child has included their challenge with their Date and Can I. This is vital for giving feedback so that you know what they are working towards and therefore trying to apply in their writing.

The child has responded to the Live Marking comment by up levelling their the verb to a powerful verb.

Adult ticking the child's use of their target. This should be highlighted by the child so that they are identifying where they have used it.

Ticks are used to identify and celebrate the strengths of the piece of work.