



Hazelwood Schools

Marking and Feedback Policy

Reviewed: February 2019

Reviewed by: SLT and Governing Body

Next reviewed: **Every three years**

Hazelwood Infant and Junior Schools' policy for marking and feedback

Purpose

This policy sets guidelines for the formal recognition of pupil's work, whether it is given in written or verbal form. It outlines a consistent whole school approach to the process of marking and feedback, which provides pupils with the recognition of their achievements and efforts as well as ensuring pupils are clear on their areas for development.

This policy has been created in the context of our school values and with the principle that marking should *manageable, meaningful and motivating*.

Application of the policy

This policy applies to all adults employed by the school.

At Hazelwood, marking and feedback aims to be:

- a tool to ensure all pupils make progress
- a valued recognition of effort and achievement
- regular and prompt
- clear and supportive
- a mixture of verbal and written feedback
- reflective of the success criteria (where appropriate)
- constructive and formative
- informative for future planning
- a guide for pupils' next steps in learning, e.g. through targeted teaching
- focused on one or two areas of consolidation and development
- linked to individual expectations
- age and ability appropriate
- a tool for self and peer assessment
- an opportunity for pupils to reflect and respond

Marking Outlines for Key Stage 1 and Key Stage 2:

Marking is an essential part of the learning process and all pupils are entitled to regular feedback yet naturally, with age taken into account, it may differ slightly across Key Stage 1 and Key Stage 2.

At Hazelwood, Teachers are able to use their professional judgment when marking work. There is an expectation that all work will be read through, and it is then up to the Teacher to use the different types of marking (see below) where they see necessary and appropriate. Planning will further inform this decision. Different types of marking may be used at any one time or there may be times that marking is not evident at all.

Nursery:

- Regular learning conversations between adults and pupils, including the communication of next steps.
- Observation notes on individual pupils' development alongside early learning goals using tapestry.

Reception:

- Regular learning conversations between adults and pupils, including the communication of next steps.
- Work samples annotated by adults to represent the pupils' learning journey/process.
- Observation notes on individual pupils' development alongside early learning goals using tapestry.

Key stage 1 & Key stage 2:

- Regular learning conversations between adults and pupils to provide feedback.
- Written comments annotating context of learning journey, when necessary, including photos and snapshots of work.
- Time spent with individuals to consolidate and enhance learning.
- Opportunities for oral self and peer assessment.

KS1

English

The teacher will use a range of marking including stickers, stamps, comments and Targeted Teaching. These will be used at the teacher's discretion and when they deem appropriate. LO to be ticked if child secure in concept.

The teacher will address any misconceptions during the lesson by giving verbal feedback. The teacher will use the correct symbol shown in the table below.

Targeted Teaching: As a general guideline, it will happen once a week.

- The teacher will mark the work against the LO and Success Criteria.
- The teacher will double tick where evidence of applying the skill is shown.
- The teacher will use their professional judgement to correct spellings and other misconceptions.
- The teacher will ask children to correct spellings, 3 times, when they feel it is plausible.
- The teacher will ask children to practice letter formation, when they feel it is plausible.
- The teacher will give children a Targeted Teaching activity based on their judgement.
- The Targeted Teaching lesson will focus on a teaching point before the children complete their activity.
- The teacher and TA will sit with one group at a time addressing any misconceptions.
- The other groups will complete an activity linked to the targeted teaching; on whiteboards, in their free writing books etc.
- The teacher or TA, working with a group, will mark the activity and address any misconceptions from it.

Year 2

Revise & Edit

Revising and editing is a vital part of the English curriculum. Revising and editing is done once every two weeks in rotation with targeted teaching.

- The class teacher will highlight any areas that need to be improved upon.
- This can include any of the following: spelling, capitalization, punctuation, coherence or substituting for more ambitious words etc.
- Children will then proof read and edit and revise accordingly.

Mathematics

The teacher will use a range of marking including stickers, stamps, comments and Green Pen. These will be used at the teacher's discretion and when they deem appropriate. LO to be ticked if child secure in concept.

The teacher will address any misconceptions during the lesson by giving verbal feedback. Any number formation, operation formation etc will be addressed where appropriate. The teacher will use the correct symbol shown in the table below.

Green Pen: As a guideline, it will happen once a week.

- The teacher will give children a Green Pen activity based on their judgement.
- The Green Pen lesson will focus on a teaching point before the children complete their activity.
- The teacher and TA will sit with one group at a time addressing any misconceptions.
- The other groups will complete an activity linked to the Green Pen learning; on whiteboards, activity sheets etc.
- The teacher or TA, working with a group, will mark the activity and address any misconceptions from it.

Foundation Subjects

- Foundation subjects will be marked using stickers, stamps, comments and reflective marking.
- For some lessons, the teacher will give the children a speech bubble to reflect on an aspect of the lesson.
- Within the lesson, the teacher will move the learning forward and encourage children to deepen their thinking
- Once a topic in Science, teachers will also give a TT comment, to be completed in green pen.
- Throughout the marking, the teacher will address misconceptions such as spelling, punctuation and grammar.

Sp (in a circle)	incorrect spelling (<i>rewrite spelling 3 times</i>)
√	Correct answer (Mathematics)
_____	Phrase/sentence doesn't make sense
^	Omission
0	missing or incorrect use of punctuation
//	new paragraph
.	calculation incorrect
V	Verbal feedback
P	Presentation to be improved

KS2:

English

The teacher will use a range of marking including stickers, stamps, comments and Targeted Teaching. These will be used at the teacher's discretion and when they deem appropriate. LO to be ticked if child secure in concept.

The teacher will address any misconceptions during the lesson by giving verbal feedback. The teacher will use the correct symbol shown in the table below.

Targeted Teaching: As a general guideline, it will happen once a week.

- The teacher will mark the work against the LO and Success Criteria.
- The teacher will double tick where evidence of applying the skill is shown.
- The teacher will use their professional judgement to correct spellings and other misconceptions.
- The teacher will ask children to correct spellings, 3 times, when they feel it is plausible.
- The teacher will ask children to practice letter formation, when they feel it is plausible.
- The teacher will give children a Targeted Teaching activity based on their judgement.
- The Targeted Teaching lesson will focus on a teaching point before the children complete their activity.
- The teacher and TA will sit with one group at a time addressing any misconceptions.
- The other groups will complete an activity linked to the targeted teaching; on whiteboards, in their free writing books etc.
- The teacher or TA, working with a group, will mark the activity and address any misconceptions from it.
- The teacher will devise their own system to enable targeted teaching to take place.

Success Criteria Marking:

- Success criteria to be placed in to books (at the end of a piece of writing in Year 6) and pupils to tick examples of success criteria in their own work.
- A personal comment may need to be added.

Correctional marking (symbols)

- Teachers will use the symbols, as shown in the table below to mark corrections using an opposing colour to what the child has written in.
- Children will respond, as required, in green pen to comments and marking symbols.

All work in English must be marked; common misconceptions such as spelling, punctuation and grammar will be addressed every lesson.

Mathematics:

The teacher will use a range of marking including stickers, stamps, comments and Green Pen. These will be used at the teacher's discretion and when they deem appropriate. LO to be ticked if child secure in concept.

The teacher will address any misconceptions during the lesson by giving verbal feedback. Any number formation, operation formation etc will be addressed where appropriate. The teacher will use the correct symbol shown in the table below.

Green Pen: As a guideline, it will happen once a week.

- The teacher will give children a Green Pen activity based on their judgement.
- The Green Pen will focus on a teaching point before the children complete their activity.
- The teacher or TA, working with a group, will mark the activity and address any misconceptions from it.

Correctional marking (symbols)

- Teachers will use the symbols, as shown in the table below to mark corrections using an opposing colour to what the child has written in.
- Children will respond, as required, in green pen to make any corrections.

Foundation Subjects:

- Foundation subjects will be marked using reflective marking as the teacher deems appropriate.
- Within the lesson, teacher will move the learning forward and encourage children to deepen their thinking.
- Once a topic in Science, teachers will also give a next step comment, to be completed in green pen.
- All must be read and common misconceptions such as subject specific spelling will be addressed in every lesson.

All codes to be written where appropriate for the child in the margin or by a paragraph.

√	Correct answer (Mathematics)
.	Calculation incorrect
P	Presentation to be improved
, . ' " - ! ? : ; ()	Missing or incorrect use of punctuation
O	Missing capital letter
_____	Try using better vocabulary
//	New paragraph
(hard brackets around the text that needs editing)	Edit the sentence or paragraph
I ate ^ apple	Missing word
 <small>Past tense Present tense Future tense</small>	Wrong tense (an arrow above the V can indicate if the past, present or future tense <u>should have</u> been used)
G	Grammatical error
Sp	incorrect spelling (<i>rewrite spelling 3 times</i>)
S + V	Subject and verb do not agree, e.g. I were/children was.

Self Assessment and Peer Assessment:

This could be in the form of:

- Ticks/highlighting against the success criteria.
- a comment about how successful they have or their learning partner has been in achieving the learning objective.
- a comment about their/partner's next step.

Adult led Guided Work:

Marking during guided work will consist predominantly of verbal feedback. Any recorded work during guided sessions must include:

- initial of adult
- W/S, W/R or V symbol to be used during guided work. C/G should be used if closing the gap work recorded in books

Examples of peer / self-assessment sentence starters:

- I / You made progress today because..
- I / You was successful today because...
- I / You got these right today because...
- I feel confident that I could teach this to someone else
- Here are my / your steps to success for...
- Next time I will / you could...
- The part I found hard was...
- I / You need to remember to...
- Now I / You can ..., my / your next step is to...
- Yesterday, I did not know what ...meant, now I know that it means...

Examples of Reflective prompts:

- To help me with my learning I would like to know ...
- I could have improved my work by ...
- I am proud of myself today because ...
- Next time I will remember to ...
- The resource I used today was _____. It helped me to ...
- I would like to learn more about ...