



Hampton Junior School

Marking and Feedback policy

Version	Date	Review date	Comments
1	October 2010		Whole staff
2	December 2012		Whole staff
3	May 2014		Whole staff
4	September 2017		Reviewed at SLT and shared with all staff
5	January 2018	January 2020	Reviewed following staff survey
6	January 2019	Jan 2020	Info added about merits

‘Be the best you can be!’

MARKING AND FEEDBACK POLICY

INTRODUCTION

At Hampton Junior school we aim to support children's learning by providing them with high quality feedback which ensures self-reflection and progression of skills and knowledge.

We acknowledge that feedback should be regular, consistent and offer suggestions for further improvement and may be given in a variety of formats:

- Verbal feedback in lessons to individuals or groups also known as live marking (denoted with a verbal feedback stamp)
- One-to-one discussions/target sessions
- Peer assessment
- Self-assessment
- Marking and written feedback
- Parent consultation sessions
- Annual reports and annual reviews

Feedback should identify what has been done well and areas which still need improvement. The feedback will then need to give guidance on how to make that improvement.

Pupils need feedback that they can make use of and where they are able to understand the main purposes of learning and what they need to do to achieve this. To really succeed, pupils must also learn to peer and self-assess. Research suggests that self evaluation and shared feedback have greater impact on raising performance than frequent testing or distant marking.

Marking provides teachers with the opportunity to make formative assessment judgements and is therefore an important assessment tool.

Aims

We recognise that marking and constructive feedback has inextricable links with pupils' self esteem and therefore should:

- Acknowledge effort and achievement
- Celebrate success
- Enhance motivation, independence and initiative
- Develop confidence

Marking and feedback should also:

- Inform children about their progress
- Provide feedback which is personalised; tailored to the individual's needs
- Identifies areas for improvement and/or development
- Give guidance on how to make improvements
- Encourage a reflective approach to learning
- Encourage self-evaluation through peer and self-marking strategies
- Engage pupils in a "dialogue"

We strive for high standards of attainment and progress and place importance upon the use of formative assessment in achieving this. With a consistency of approach throughout the school, marking and feedback assists us in:

- The process of monitoring standards within the school
- Reinforcing the school ethos and values
- Providing a positive guide for pupils' learning through marking to success criteria (which children can access, understand and respond to)
- Marks in line with national standards and expectations
- Provides the teacher with an understanding of individual/group's attainment at the end of the session
- Links to individual pupil's targets
- Supports a home/school partnership in learning by clarifying teaching methods and providing strategies as a model.

Peer and self-assessment:

Teachers are encouraged to ensure children take responsibility for assessing their own work in class. This may take the form of peer or self-assessment. This strategy aligns itself with some lessons better than others and should be used accordingly. Not all lessons can be marked using peer and self-assessment.

- Children will be expected to use yellow and green highlighters to mark their work.
- Children will be asked to use the agreed Marking and Feedback codes for Peer and Self-assessment to identify when this strategy has been used.
- Once marked, children will place their books in one of two piles. The first being where they have answered all the questions correctly or feel confident that they have achieved the LO (learning objective). Teachers will be expected to use the agreed **LO tick system** in the Marking and Feedback code to acknowledge this. The other pile is where feedback is required due a number of errors or if the child feels that they require further support. The teacher will mark these books providing at least one next step. All teacher marking will be in green pen.
- Reflection shapes will also be used regularly to support children in reviewing their learning.

Marking of Pupils' English work

A unit of work within English will provide opportunities for children to write for different audiences and purposes. Each of these types of writing will require a different level of detail in the marking made by the teacher.

Longer pieces of writing

Within each unit of work the children will be required to produce two pieces of substantial writing: a shorter piece and a longer piece. One of these pieces of writing (usually the longer piece) will need to be marked in depth as detailed below:

- Highlight in yellow the features that the writing has included which can be found in the success criteria triangle that has either been given to the child or developed by the child. The features identified in the success criteria triangle should also be ticked / highlighted in yellow to say that they are used either by the class teacher or by the child as part of peer or self-assessment
- Annotations in the margin can be used to help the child identify why the work has been highlighted. This may be particularly relevant when new learning has occurred.
- Mistakes that the child has made will need to be indicated using a green highlighter and should include annotations in line with the marking code.
- Corrections will focus on spelling, grammatical or punctuation errors etc. and these will need to be corrected by the teacher with a maximum of four spelling corrections. Corrections should be copied into the children's spelling log which will be used for practise.
- At the end of the piece of writing, the teacher should identify one or two next steps that will enable the child to improve and make greater progress. This should be clearly defined using a green bubble or a 'response to marking stamp'.
- Time must be allocated by the teacher to allow children to respond to marking and develop an effective dialogue.

Shorter Pieces of Writing:

The other piece of writing will be marked by the children by using either peer or self-assessment to help the children identify what errors they might have made. The children will use the success criteria triangle and will underline or highlight what features they can find in their/own or their partners work. The teacher will also need to acknowledge that they have read and seen the work making suggestions in how to improve the work.

For both examples of writing, a review of what the child has included within the writing is not required in a written comment. They will be encouraged to use the success criteria triangle and yellow highlighting for this. Merits will be given if the child has worked particularly hard, shown excellent presentation and made good progress within the piece (max 3 Merits per piece).

Other Pieces of Writing:

During each unit of work there will be other pieces of work (reading comprehension, vocabulary extension, sentence level work, deconstruction etc.) This will need less detailed marking where the teacher can write a single comment with mistakes and corrections highlighted in green. Where appropriate, staff can also use the agreed **LO tick system** in the Marking and Feedback code. Guided reading work will not be marked.

English Targets:

Inside the child's English Book (year 4-6) and Learning Journal (year 3) there should be a copy of the child's target sheet. Targets build throughout the year and if successfully achieved should be used throughout their work effectively. Due to this,

targets are not ticked off or removed but instead used as a reference point to remind children about high quality writing. These should be updated at least once in a unit of work.

Editing work

Pupils are encouraged to edit and improve their own work as part of self-assessment. In English books and Learning Journals, this will include corrections to spelling, punctuation and grammar, or the re-drafting of a sentence in order to improve its quality. In Maths books, this will take the form of correcting errors in calculations or re-doing a problem when an error in the method was made. These corrections and improvements should be made by the pupils using a purple pen, so that it is easily discernible from the teacher's marking. Their original work should not be rubbed out; a neat line should be drawn through any mistakes and the corrections made next to the original.

Marking of Mathematics

Marking in Depth:

Teachers should mark maths work in depth at least once a week, as detailed below:

- The teacher should highlight in yellow the good features of a piece of work, including correct answers and appropriate working out.
- Children may be required to correct errors made in a piece of work. Once marked, mistakes should not be rubbed out; a single line can be put through the error and all corrections should be clearly re-written.
- If the child has made just one or two errors in a piece of work or a single mistake in a more complex problem, these should be highlighted in green. It may be appropriate for the child to correct their mistakes next to their original attempt.
- If a child has made repeated errors throughout an exercise, or a more complex problem, then the teacher should not mark the entire piece wrong, but should discuss the errors made with the child at the earliest opportunity – this may be within the lesson as 'live marking'. Evidence of where the error has been made should be identified. A 'verbal feedback' stamp will be used to indicate live marking, whereby the pupil will know that they have the opportunity to go over their work with the adult.
- Any incorrect spellings of mathematical vocabulary should be indicated with green highlighter and corrected.
- At the end of the piece of work a next step to show the child what they need to improve on should be identified either using a green bubble or speech mark stamper. The child's next step can either be additional practise of the lesson's activity if required, or an extension question to challenge them further.

All investigative maths should also be marked in detail and comments, indicated with yellow or green highlighter as appropriate, should focus on one or more of a number of categories such as:

- approach
- layout, presentation skills

- inventiveness, ingenuity and independent thought
- final solution (if applicable)
- strategy used
- questions to develop thinking

A review of what the child has included or achieved within the work is not required in a written comment. Merits will be given if the child has worked particularly hard, shown excellent presentation and made good progress within the piece. (max 3 Merits per piece).

Other pieces of maths:

During the week, other pieces of maths work will need less detailed marking. The teacher can write a short comment in the form of a next step or use the agreed **LO tick system** in the Marking and Feedback code and mistakes and corrections should be indicated with a green highlighter.

Maths Targets:

Inside the child's Maths Book there should be a copy of the child's target sheet.. Targets build throughout the year and if successfully achieved should be used throughout their work effectively. Due to this, targets are not ticked off or removed but instead used as a reference point to remind children about effective mathematics. These should be updated at least every half term and focus on number work.

Marking of Topic work

Each piece of work will be marked. However a variety of methods may be used.

These may include:

- Marking and commenting upon each individual piece of work
- Peer and self assessment
- Live marking which will be acknowledge through the 'verbal feedback stamp'.
- Use the agreed **LO tick system** in the Marking and Feedback code

During the learning journey of a unit of work, each pupil must receive feedback about their progress and next steps.

General marking

A verbal feedback stamp may be used to show that a pupil has received feedback and support from the class teacher or adult within the lesson, as known also live marking. This may be used for example: to extend the pupil's work and thinking or to clarify misconceptions.

Points will be awarded in line with the school's merits and awards system (see teaching and learning policy and positive behaviour policy). These may be for:

- improvement in the quality of work
- good presentation
- clear understanding of the subject
- full or improved marks in a test

- general effort made
- exceptional or sustained achievement

Merit points cannot be taken away. A maximum of 3 Merits can be given for one piece of work.

Pupil Feedback

Children will be regularly (at least once a week) given the opportunities, to respond to the teacher's marking. The child will write a written response within or next to speech bubbles. This speech bubble will be stamped or drawn into a child's book underneath the teacher's feedback.

Low-level weeks

During low-level weeks, all teachers will record 'low level week' at the top of the page and mark all work using the agreed **LO tick system** in the Marking and Feedback code. There is no expectation that any further written marking is required. Teachers would be encouraged to provide children with verbal feedback if a specific comment needs to be made.

Periods of absence

If for any particular reason a child is away from school for a number of days, the teacher should record their absence within the book. This would also include residential visits and other periods when normal lessons are not in place.

Merits

At Hampton Junior School we use merits to celebrate children's success and achievements. Furthermore, it is a way in which to reinforce positive learning behaviours and high expectations. By awarding merits, the children are aware that their piece of work has been completed to an excellent standard and that the teacher felt they deserved extra recognition for their work.

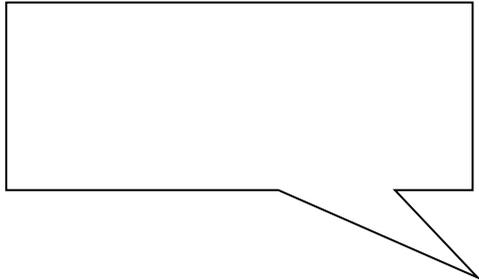
Merits are directly related to the written work the children produce and is recorded in the designated book. Merits should be awarded once a piece of work has been completed and during the marking process by the teacher.

Teacher discretion must be used when awarding merits. A maximum of 3 merits should be awarded at any given time for a piece of work. For example, once a child has completed a 'Big Write' it would be appropriate to award a maximum of 3 merits however, a simple piece of sentence level work would warrant 1 merit.

A child will be aware that they have been awarded a merit by reviewing their feedback and looking for an M. The number of M's indicate the amount of merits awarded for that piece of work.

If a merit has been awarded, the child will then record this in the back of their Home School Diary. They must write the short date (for that piece of work) and the subject it was awarded in so that, if necessary, the information can be cross referenced. Once a child has recorded their merit, they should cross out that merit in their book to indicate they have recorded it in their diaries.

Marking and feedback code

Seen in children's work	What it means
Yellow highlighter	Good features or areas in line with the success criteria.
Green highlighter	Mistakes or areas for improvement
SP	Spelling error
PA	Peer assessment
SA	Self-assessment
//	New paragraph needed
^	Something missed out
○	Error
TC	Teacher chat – speak to your teacher
LO✓	Working towards
LO✓✓	Met
LO✓✓✓	Greater depth
M	Merit
T	Target – record in the front of your book.
Verbal Feedback stamp	Live marking has occurred during the lesson
Low Level week	During Low Level week teachers will provide verbal feedback and use agreed marking codes.
	Response to marking required
Supply Stamp	All marked work by supply teacher must be stamped