



WREN'S NEST PRIMARY SCHOOL

School Key Policy 2022-2023

Marking and Feedback Policy

September 2022

Document to be read in conjunction with ***other key school policies (listed within document)***



Wren's Nest Primary School Feedback/Marking Policy



Intent

What is the purpose of the policy?

The purpose of this policy is to make it explicit how teacher's mark children's work and provide feedback to ensure effective learning.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focussing on successes and improvement needs against learning objectives and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It also enables teachers to use the assessment to inform their future planning so lessons and activities are targeted to children's needs.

What are the principles that guide the school's approach to marking and giving feedback?

Marking and feedback should:

- Be manageable for teachers and accessible to children.
- Provide clear feedback to children, relating to the learning objective and success criteria. *Within the Literacy and Language Programme there is usually more than one objective for each lesson. All work will be marked but the feedback will be specifically related to the main teaching objective.*
- Give recognition and praise for achievement.
- Allow time for children to read and reflect on marking.
- Inform future planning and group target setting.
- Have consistent approaches.
- Show the children that their work is valued and purposeful.
- Ultimately be seen by children as a positive approach to improving their learning.
- Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.

Implementation

How do we mark children's work?

'Live Marking'

There is a visualiser/web cam in every classrooms/year group which can be used in several ways as a tool to give instant feedback to children in the classroom. The teacher can use children's work to share good models of work or where appropriate, to address misconception.

During all lessons, our children are encouraged to self-evaluate their work and make improvements to it with their pink pens 'Thinking Pink'. This ongoing assessment can be conducted independently or when working with their peers as a shared activity. After this process, children may need further guidance from the teacher or supporting adults to ensure they achieve their targets. Improvements to their work, after the teacher intervention, will be indicated with the children's purple pens 'Purple Polish'.

All subject areas except Numeracy, which is detailed below:

Focussed marking:

- 6-8 children (or approximately half of your group) will be marked in detail from across the range of groups to give an overall picture of the lesson and feed into the planning of future lessons. *(A group of 16 children would require 8 children to be marked in detail each time, whereas a much larger group of 27 children, would be split into 3 groups of 9).*

What would we expect to see in a piece of focussed marking?

- Detailed marking throughout the piece of work, highlighting:
 1. Spelling errors that you feel the child should be getting correct. Where phonetically plausible attempts have been made, that you wouldn't expect the child to spell correctly, recognition of the incorrect spelling should be made (**sp**), but not necessarily corrected.
 2. Grammatical errors - the teacher should insert missing punctuation (including capital letters) and circle any incorrectly used punctuation.
 3. Errors in tense should be identified by writing the correct tense form clearly above.
 4. Missing paragraphs should be indicated by the use of two oblique lines (//).

It is important children see marking as an aid to improving their work. Marking should primarily focus on the Target and Success Criteria. Overmarked work, where a page could be filled with corrections, could have a negative effect and demoralise the child.

➤ At the end of a piece of focussed marking you would expect to see:

1. A celebratory comment if the work is of an expected standard.

For example, *Well done! Great effort! You have tried hard today!*

Or

If you know this is not the child's best work, celebrate the work completed, but acknowledge that you recognise that it is not their best attempt.

Some good work, although . . .

- *I expected you to do more*
- *your punctuation could have been better*

Where a child has not produced work to the expected standard, the teacher will make a comment that reflects this.

I am disappointed with this effort today, as I know you can do better.

It's a shame you were a little distracted today, as I know you're capable of achieving this target.

2. An indication of whether the target was achieved.

TA (Target Achieved) **because** . . .

TAP (Target Achieved in Part) **because**however you still need to work on . . .
(This could include the next step in their learning).

TNA (Target Not Achieved) **because** . . .

3. Any groups working with other adults in the classroom will form part of the focussed marking group, ensuring a selection has been taken from across the class.

For the remainder of the children, all work will be looked at by the teacher. Achievement of the target will be indicated using the symbols **TA**, **TAP** or **TNA** and it will be left to the teachers' professional judgement whether a further written comment is required. This will not constitute detailed marking. Children who do not achieve their target or achieve only part of their target will also be marked with a **VF**, which will be given at the start of the next lesson within that subject or at the earliest time, to ensure children know how they improve their work.

There will be occasions where the teacher will want to focus mark all of the children's work. This will be appropriate for the Write 3 and assessment pieces for both the fiction and non-fiction sections for all 6 Language and Literacy units.

In contrast, there will be times when it is inappropriate to focus mark any of the children's work. For example, when the children are practising and consolidating work.

E.g. analysing a text or completing a map.

When completing work like this, it would be appropriate to put a tick and either TA, TAP or TNA.

Marking and Feedback symbols:

VF = Verbal Feedback given

G = Guided work

I = Independent work

S = Supported work

PW = Paired work

Opportunities for Peer marking and self-evaluation:

When appropriate, the children will be given the opportunity to either self-evaluate or peer mark. Within the focussed marking, the teacher could make a reference to the child's own comments.

Editing and Proofreading:

1) **During the write 3 process**, children will be given the opportunity to edit and proof read. At Wren's Nest we encourage our children to proof read and edit their work as often as possible, using their 'Think Pink' pen. Our aim is that editing is an ongoing process that the children are trained to do naturally as they reread their own work. Any corrections made are either identified by the children themselves as they proof read or through peer editing, when they work with a partner. They may use resources that are readily available within the classroom environment, such as dictionaries, thesauruses, word banks, the working wall, phonics charts etc to support them with this process.

3) Write 3 or assessment pieces of work:

- i) All pieces of writing are marked in detail.
- ii) Prior to the teacher's final detailed mark, he/she will acknowledge that they have read the work and indicate errors to the children using the following symbols:
 - Sp - spelling error
 - P - punctuation error
 - G - grammatical error
 - // - paragraphing error

Once the teacher has marked the children's work (using a green pen), children can make further corrections using the 'Purple Polish' pen, following the guidance from the teacher marking.

At Wren's Nest Primary School, because one of our school priorities is to raise standards in reading and writing across the curriculum, the detailed marking in History, Geography, Science and other curricular areas that involve the children writing, will be the same as for Literacy, unless it is inappropriate. For example, map work in Geography, where this would more likely require a tick and TA/TAP/TNA.

In Science, History and Geography, comments will be made against the subject related targets. However, comments should also refer to the children's writing skills when applicable.

Handwriting:

There is no expectation to detailed mark handwriting as there is little benefit to the child. Verbal Feedback (VF) and modelling will be given throughout the session and the work will be marked with a 'tick and flick', with added constructive comments when and if necessary.

Spelling:

Spelling activities will usually be completed in the children's handbook. This gives ideal opportunities for self-evaluation. The children have the opportunity to self-correct and re-write the correct spelling for future reference using their 'Think Pink' or 'Purple Polish' pens. The teacher will be expected to monitor this process and make any constructive comments where necessary. No detailed marking will be required. The teacher will only be required to tick and flick.

Maths:

Focused marking:

- 6-8 children (or approximately half of your group) will be marked in detail from across the range of groups (excluding the group supported by the teacher), to give an overall picture of the lesson and feed into the planning of future lessons. *(A group of 16 children would require 8 children to be marked in detail each time, whereas a much larger group of 27 children, would be split into 3 groups of 9).*

What would we expect to see in all marking?

- Detailed marking throughout the piece of work, highlighting:
 1. All of the work will be marked with a tick ✓ if it is correct a ✗ if it is incorrect.
 2. A C can be used within the lesson if you would like the child to correct their errors. The teacher can model the correct method alongside, if applicable, for the children to follow. Children would use their 'Purple Polish' pens to
- In addition to the above, within a piece of focussed marking you would expect to see:
 1. A celebratory comment if the work is of an expected standard.
Well done! Great effort! You have tried hard today!

Or

If you know this is not the child's best work, celebrate the work completed, but acknowledge that you recognise that it is not their best attempt.

- *Some good work, although . . .*
- *I expected you to do more*
- *Your presentation could have been better*

Where a child has not produced work to the expected standard, the teacher will make a comment that reflects this.

I am disappointed with this effort today, as I know you can do better.

It's a shame you were a little distracted today, as I know you're capable of achieving this target.

2. An indication of whether the target was achieved.

TA (Target Achieved) **because** . . .

TAP (Target Achieved in Part) **because**however you still need to work on . . .
(This would include a future step in their learning).

TNA (Target Not Achieved) **because** . . .

3. Any groups working with other adults in the classroom, will form part of the focussed marking group, ensuring a selection has been taken from across the class.

For the remainder of the children, all work will need to be marked by the teacher (✓, x, c)
Success against the target will be indicated by the symbols TA, TAP or TNA.

Children who do not achieve their target or achieve only part of their target will also be marked with a VF, which will be given at the start of the next lesson within that subject or at the earliest time, to ensure children make progress.

Impact:

- Provide helpful feedback to children so that:
 - They have clear strategies on how they can improve their work
 - Their needs are identified, and they can discuss with their teacher(s) what they find difficult and how they can improve in the future
 - Their achievements are recognised, which in turn, gives them encouragement and builds their confidence
 - They understand that their learning is valued, and they receive praise
 - There is reassurance for the teacher that tasks set have been carried out to the expected standard
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Provide a tool for teacher assessment
- Help parents to understand the strengths and areas to develop in their children's work

At Wren's Nest Primary School, we strive to give our children the very best education we can and marking forms an integral part of this. As a staff we realise that to do our best for our children, we have to adapt and change our policies. With this in mind, this is a working policy and will be reviewed annually or when necessary.

Links with other policies:

Other important documentation to be read in conjunction with the Marking Policy:

- Literacy and Language policy
- Mathematics Policy
- Curriculum Policy
- Science Policy

Monitoring information:

The policy will be promoted and implemented throughout the school by all staff. The school will review this policy through the Curriculum and Standards committee annually and assess its implementation and effectiveness.

Date of Review: September 2022

Policy to be reviewed: September 2023

Our Marking Policy – What does it mean?

How well did I do today?

TA - Target achieved

TAP - Target achieved in part

TNA - Target not achieved

What support did I have today?

VF - verbal feedback was given to me during the lesson

I - independent work

S - I had some support with this work today

PW - Paired work

G - I worked as part of a guided group

Where and how can I improve my work?

Literacy and other
curricular areas:

Sp - spelling error

P - punctuation error

G - grammatical error

// - paragraphing error

Numeracy:

✓ - correct answer

C - correction needed

X - incorrect answer but no correction needed

What should I mark?

Children

1. Think Pink when editing independently or working with their peers.
2. Purple Polish as a response to teacher feedback.
3. **C** - correction needed - Purple Polish as a response to teacher feedback.

Teacher

1. A focus group in detail every day
2. A tick and flick for all children not in the focus group every day. VF will be given in the next lesson to all children who do not achieve their targets to ensure good progress is made by all children.



Think Pink and Purple Polish



If I am doing my work for the first time, I use a pencil

I use **PINK** if I make any changes when I check my work on my own or with a partner



If a grown up helps me improve my work, I use

PURPLE

