

Marking and Feedback Policy

Arunside School



'Our four walls with tomorrow inside'.

Approved by: Donna Jagger (Headteacher) **Date:** November 2020

Last reviewed on: October 2018

Next review due by: The Governing Body – November 2022

Rationale: Our marking and feedback policy is based on the principles that:

- Children have the right to have their effort acknowledged and to be given feedback that informs their future learning.
- Feedback informs all participants in the learning process of the progress made which impacts on the cycle of planning and reflection.
- Marking should be timely, keeping the teacher in tune with the needs and abilities within the class, helping to raise standards.

Who is involved?

- **Leadership team:** Undertake monitoring, evaluation and training.
- **Class teachers:** Give a range of feedback in a variety of forms
- **Teaching assistants:** Write comments on the 'distance marking sheet' for the group that they are working with; identify clerical errors for a child to correct in their books; comment on the level of assistance needed, according to the Arunside marking codes (See appendix 5)
- **Pupils:** Through self and peer assessment respond to the 'green' clerical errors. Engage with an editing and improvement cycle, using the 'Purple Polishing Pen' (Y2 – 6).

Effective distance marking

This policy, will be used alongside the guidance and in conjunction with the distance marking sheets in appendices 1, 2 and 3 to:

- Inform the teacher what has been achieved and what needs to happen next to maximise progression of all groups of children.
- Allow the child may be grouped according to what the distance marking tells us to ensure they have the right level of support
- Inform the teacher of learning needs, resulting in effective lesson design that gives whole class feedback, addresses mis-conceptions and tailors the support needed for all groups of children.

Peer and Self –Assessment

We believe that peer and self-assessment have a key role to play in marking and feedback as they empower children to take control of their learning.

In line with Assessment for Learning (AfL) strategies, within most lessons, children should have opportunities to assess their progress (or that of others) against agreed success criteria or a learning challenge, so that feedback is meaningful.

The quality of peer assessment should be monitored and children will be trained to do this from Y2 so that time spent on this is beneficial to the learning. Children are supported in this process by using the respective '5 steps to editing' document (Appendix 4) and do so by use of the **Purple Polishing Pen**.

The marking processes

- Distance marking sheets will be used for Y2 – 6 only, in English, Maths, Science, Geography and History. (See appendix 1, 2 and 3)
- All other subjects will receive verbal feedback only
- Distance marking will normally be directly against the learning challenge

- Teaching Assistants (TAs) will mark the group with whom they are working
- Where necessary, teachers will model a correct method
- Spelling and clerical mistakes will be highlighted in **green** pen, (if age appropriate). Persistent errors should be incorporated into teacher's planning.
- Verbally feedback is recorded as 'VF'
- Time is allocated to allow children to respond and improve
- Teacher's handwriting will be legible so as to be a model to the child (this will be in **black** pen).

Marking in EYFS and Y1

- Frequent verbal feedback is given throughout the lesson, (VF)
- Annotations will be made in **black pen** to support the child's next steps
- Support with 'translation to transcription' will be made in **black pen**
- The marking codes 'I' for independent or 'WAC' (worked alongside child) will denote level of dependence
- A **green** highlighter is used to denote a spelling mistake or punctuation mistake to be corrected (age appropriate).
- Y1 staff will begin to use the Y2 model from the 2nd half of the summer term.

Marking in Y2 and KS2

- Distance marking sheets will be completed on a daily basis (as per appendix 1,2 and 3)
- **Green** highlights will be used to denote spelling and clerical errors (age appropriate)
- Peer assessment and the use of the '**purple polishing pen**' for editing and improvement will be progressive across the year groups.
- Verbal feedback will be frequent during lessons and will form part of the next lesson's input.

Appendix 1: Week beginning:

Class:

English Distance Marking Sheet

Day and objective	Whole class feedback point and misconceptions (e.g. next lesson notes/actions to take/next steps/examples on board to edit and share/TA or teacher support for next lesson)	Challenge Needed – Next Steps		Challenge Needed – Next Steps		Challenge Needed – Next Steps	
		A1	*A2*	E1	E2	*B1*	B2
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
GPS – issues identified throughout the week. Then one chosen as GPS focus for next week							

Guide to Distance Marking English

- All work should be acknowledged daily with a tick and then assessed using the codes A/E/B.
- The codes are the same as the maths one so they can be used on Pixl.
- Throughout the week, please note down any common errors with grammar, punctuation and spellings for the class as a whole in the bottom box. This will then help you to identify a key focus for the following week.
- Each week, Monday's starter will be an input on the key focus that you have identified. So please leave Monday's starter blank on your weekly plan. This might be different for the 2 different classes in a year group.
- Punctuation errors – mark with **green** highlighter – including capital letters.
- Common misspellings – sheet on front of book – highlight common or appropriate misspellings in **green** highlighter
- For longer tasks – please write a more detailed positive comment adding potential next steps for progression in their work.
- If there is going to be a longer class feedback and there are children who this does not apply to – please set these children a short challenging task.

Whole Class Feedback

For each lesson, complete the whole class feedback.

Here are some examples – (you do not need to do all of them every day!)

- Next lesson notes – how will you adapt tomorrow's lesson to take account of the work from today?
- Next steps – was the work too easy? Too hard? How are you going to support the children to take the next steps from where they are in their learning?
- Examples on the board – you might give the children some examples of what went wrong and how to improve them e.g. example sentences to edit and improve.
- TA or teacher support – assess what extra support the adults need to provide in the lesson, identify the children who need this support e.g. this could be extension work.
- Intervention groups to be used for reading and maths.

Appendix 2: Week beginning:
MATHS

Area:

Class:

Subject:

Objective	Whole class feedback and misconceptions	Challenge Needed - Next Steps		Objective Met – Next Steps		Not Secure – Next Steps	
		A1	*A2*	E1	E2	*B1*	B2
M							
Tu							
W							
Th							
F							

Guide to Distance Marking Maths

The approach we are using is called Distance Marking.

The class teacher will have a folder/clipboard containing their copy of their weekly 'Distance Marking' sheet.

- Step One
Please look at the work the children have completed during the lesson. In the books – please record next to the 'Can I' whether the child has achieved the learning intention or requires more support. Please also offer VF (verbal feedback) for when a child has had support with a question/certain topic. *You do not need to write a comment in the child's book. If there is a particular error or an excellent piece of work from individual child, then please feel free to write a comment.*
Here are the codes –
B2– needs targeting
B1– working toward
E2 – mostly achieved
E1 – achieved
A2 – exceeded
A1 – exceeded showing Greater Depth understanding
- Step Two
Then put the books into 3 piles based on the work they have completed in that lesson -
 - 1 = challenge needed
 - 2 = objective met ready to move on
 - 3 = further support required

These groups will then inform the adult who is teaching them the level of support needed for the next day.

- Step Three
Please complete the **Distance marking sheet** using children's names or initials.
Consider:
Whole class feedback point – anything that the whole class need to know – can be a positive comment.
Good examples – what did they do well? Is there one person's work that can be scanned in and then be shown as a good example. Can they children then spot why it is a good example?
Misconceptions to be addressed – what do they need to improve? This might only be for certain groups or the whole class.
Group 1 – Which children need more challenge the next day or need to move on?

Group 2 – Which children have met the learning intention and are ready for the next step?

Group 3 – Which children need further support the next day?

The next day, verbal feedback can be then given to whole class or to groups.

Any adult that the carries out extra support must write WAC (worked alongside child) in the child's book and then initial this.

Appendix 3: **Distance Marking Sheet- Subject:**

Class:

Children not graded A or B are E (expected) and do not need to be recorded on this sheet.

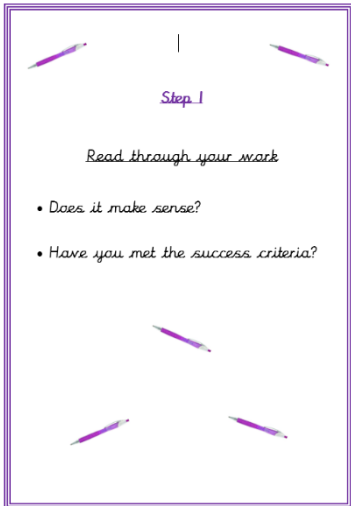
Date:	Subject:	Skill or knowledge taught:	Next steps:	A (above)	B (below)
	<i>Absentees</i>				
	<i>Absentees</i>				
	<i>Absentees</i>				
	<i>Absentees</i>				
	<i>Absentees</i>				

Foundation and Science Distance Marking Guidance

- There is one sheet for all foundation subjects and for science.
- The aim for this marking is to focus on the skills and knowledge of the subject that you are teaching. If there are English or maths issues, please record these on the appropriate distance marking sheets, e.g. I have noticed that my class keep spelling 'beginning' wrong in all lessons – so I will address this in an English/spelling lesson. Do not record this on the science distance marking sheet.
- All work should be acknowledged with a tick and then assessed using the codes A/E/B.
- You can just use initials – as with the other distance marking sheets.
- Please complete this sheet for all of these lessons. You will need to record the subject and the date – e.g. History 9/10/20.
- Please identify a skill or an area of knowledge that was the key focus for each lesson and then write this under 'Skill or knowledge taught'. This needs to be taken directly from the NC. Here are some examples:
 - The life of a significant individual – Edith Cavell (KS1)
 - Establish a clear narrative – the invasion of Lindisfarne (KS2)
 - Interpret a range of sources – aerial photographs (KS1)
 - Describe and understand the water cycle (KS2)
 - Using their observations and ideas to suggest answers to questions (KS1)
 - Describe the movement of the Moon relative to the Earth (KS2)
- There are only 2 boxes for names – above and below. All of the other children would therefore be expected – so you don't need to write down their names. Please record any absentees in the subject box.
- Next steps – please identify what you need to do next to support your class with moving forward. This is particularly relevant for any skills that have been taught.

Appendix 4 (five steps to editing)

Year 1

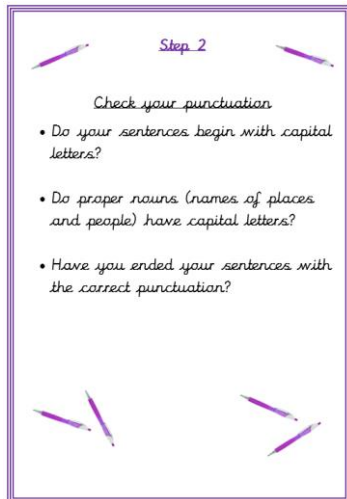


Step 1

Read through your work

- Does it make sense?
- Have you met the success criteria?

This box contains the title 'Step 1' and the instruction 'Read through your work'. It lists two bullet points: 'Does it make sense?' and 'Have you met the success criteria?'. The box is decorated with purple pencil icons at the top and bottom corners.

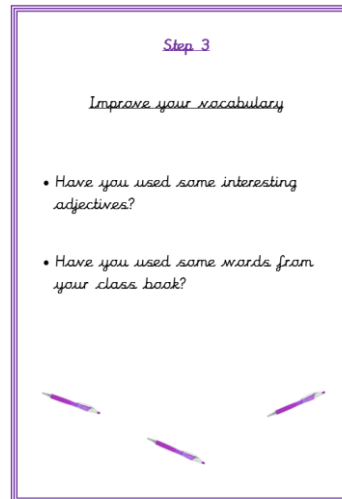


Step 2

Check your punctuation

- Do your sentences begin with capital letters?
- Do proper nouns (names of places and people) have capital letters?
- Have you ended your sentences with the correct punctuation?

This box contains the title 'Step 2' and the instruction 'Check your punctuation'. It lists three bullet points: 'Do your sentences begin with capital letters?', 'Do proper nouns (names of places and people) have capital letters?', and 'Have you ended your sentences with the correct punctuation?'. The box is decorated with purple pencil icons at the top and bottom corners.

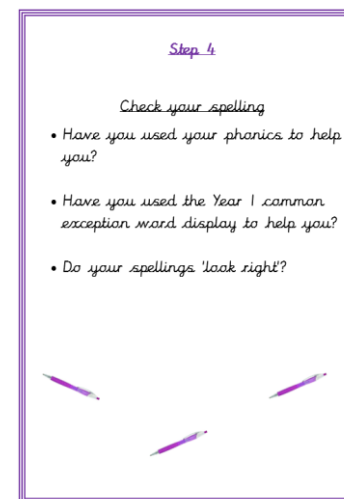


Step 3

Improve your vocabulary

- Have you used some interesting adjectives?
- Have you used some words from your class book?

This box contains the title 'Step 3' and the instruction 'Improve your vocabulary'. It lists two bullet points: 'Have you used some interesting adjectives?' and 'Have you used some words from your class book?'. The box is decorated with purple pencil icons at the bottom corners.

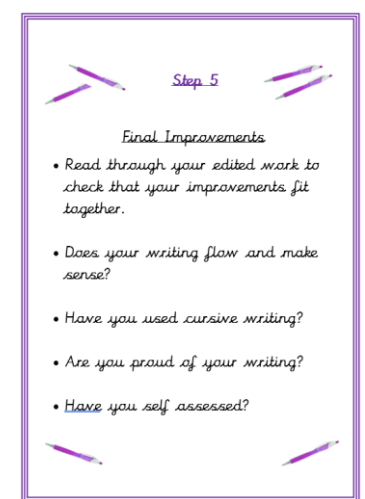


Step 4

Check your spelling

- Have you used your phonics to help you?
- Have you used the Year 1 common exception word display to help you?
- Do your spellings 'look right'?

This box contains the title 'Step 4' and the instruction 'Check your spelling'. It lists three bullet points: 'Have you used your phonics to help you?', 'Have you used the Year 1 common exception word display to help you?', and 'Do your spellings 'look right'?'. The box is decorated with purple pencil icons at the bottom corners.



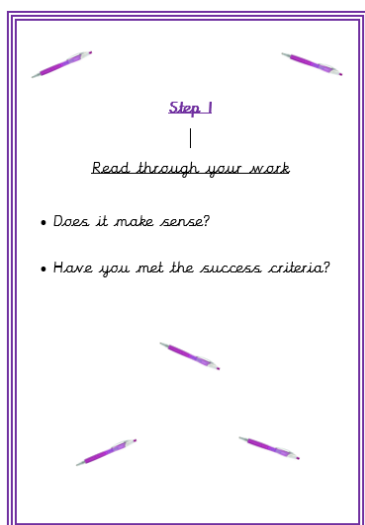
Step 5

Final Improvements

- Read through your edited work to check that your improvements fit together.
- Does your writing flow and make sense?
- Have you used cursive writing?
- Are you proud of your writing?
- Have you self assessed?

This box contains the title 'Step 5' and the instruction 'Final Improvements'. It lists five bullet points: 'Read through your edited work to check that your improvements fit together.', 'Does your writing flow and make sense?', 'Have you used cursive writing?', 'Are you proud of your writing?', and 'Have you self assessed?'. The box is decorated with purple pencil icons at the top and bottom corners.

Year 2

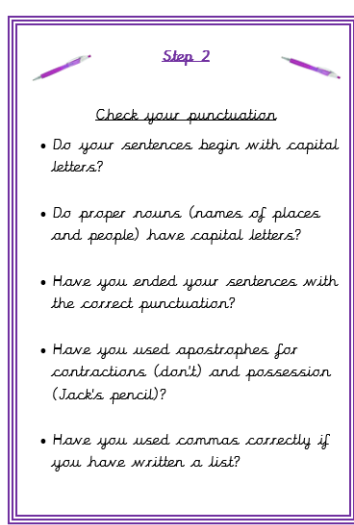


Step 1

Read through your work

- Does it make sense?
- Have you met the success criteria?

Decorative purple pencils are scattered around the text.

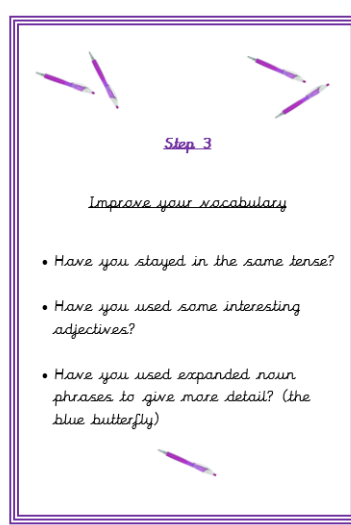


Step 2

Check your punctuation

- Do your sentences begin with capital letters?
- Do proper nouns (names of places and people) have capital letters?
- Have you ended your sentences with the correct punctuation?
- Have you used apostrophes for contractions (don't) and possession (Jack's pencil)?
- Have you used commas correctly if you have written a list?

Decorative purple pencils are scattered around the text.

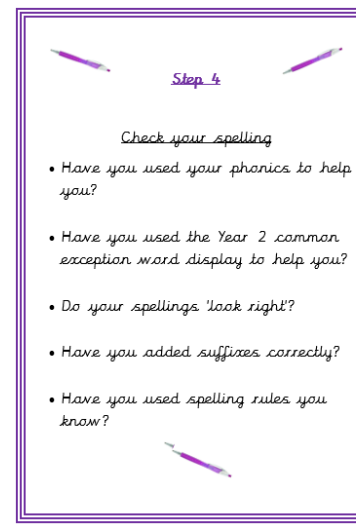


Step 3

Improve your vocabulary

- Have you stayed in the same tense?
- Have you used some interesting adjectives?
- Have you used expanded noun phrases to give more detail? (the blue butterfly)

Decorative purple pencils are scattered around the text.

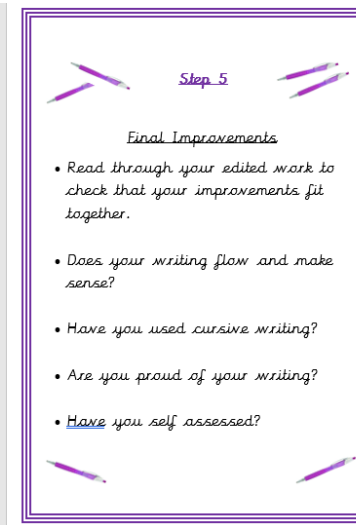


Step 4

Check your spelling

- Have you used your phonics to help you?
- Have you used the Year 2 common exception word display to help you?
- Do your spellings 'look right'?
- Have you added suffixes correctly?
- Have you used spelling rules you know?

Decorative purple pencils are scattered around the text.



Step 5

Final Improvements

- Read through your edited work to check that your improvements fit together.
- Does your writing flow and make sense?
- Have you used cursive writing?
- Are you proud of your writing?
- Have you self assessed?

Decorative purple pencils are scattered around the text.

Lower Key Stage 2

Steps for editing

1. Check it MAKES SENSE:
 - Read your work quietly to yourself.
 - Are there any missing words?
 - Can YOU read the handwriting?
 - Can you check if you have used the correct tense?

2. Have you used PUNCTUATION?
 - Have you used capital letters at the start of your sentences, and for proper nouns?
 - Have you used full stops and commas, inverted commas correctly?
 - Can you use paragraphs in your writing?

3. Have you checked your GRAMMAR/VOCABULARY?
 - Have you corrected your spellings using a dictionary?
 - Have you used a thesaurus to avoid repetition?

4. FINAL IMPROVEMENTS
 - Re-read through your edited work to check your work fits the Learning Goal.
 - Does your writing make sense?

Upper Key Stage 2

Steps for editing

5. Check it MAKES SENSE:
 - Read your work quietly to yourself.
 - Are there any missing words?
 - Can YOU read the handwriting?
 - Have you used the correct tense?

6. Have you used PUNCTUATION?
 - Have you used capital letters at the start of your sentences, and for proper nouns?
 - Have you used full stops and commas correctly?
 - Have you used a wider range of punctuation correctly?
 - Can you use paragraphs in your writing?

7. Have you checked your GRAMMAR/VOCABULARY?
 - Have you corrected your spellings using a dictionary?
 - Have you used a thesaurus to avoid repetition?
 - Have you created an image in the reader's mind?

8. FINAL IMPROVEMENTS
 - Re-read through your edited work to check your improvements fit together.
 - Does your writing flow and make sense?

Upper Key Stage 2 (HA)

Steps for editing

9. Check it MAKES SENSE:

- Are there any missing words?
- Can YOU read the handwriting?
- Have you used the correct tense?

10. Have you used PUNCTUATION?

- Have you used capital letters at the start of your sentences, and for proper nouns?
- Have you used a range of Year 5/6 punctuation correctly?

11. Have you checked your GRAMMAR/VOCABULARY?

- Have you corrected your spellings using a dictionary?
- Have you used a thesaurus/synonyms to avoid repetition?
- Have you used cohesive devices to link paragraphs?
- Have you created an image in the reader's mind?

12. FINAL IMPROVEMENTS

- Re-read through your edited work to check your improvements fit together.
- Does your writing flow and make sense?

Appendix 5 Arunside Marking Codes



ARUNSIDE
PRIMARY SCHOOL

Have I met the learning objective?

A1 = well exceeded the learning challenge

A2* = exceeded the learning challenge

E1 = achieved the learning challenge

E2 = mostly achieved the learning challenge

B1* = working towards the learning objective

B2 = additional support required

ARUNSIDE MARKING CODE

Marking Codes (Peer and self -assessed work)

VF = I have been given verbal feedback

WAC = Today I worked with an adult
(worked alongside child)

CL = capital letter either missing or incorrectly used

Spelling underlined = check this spelling

P = punctuation needs checking

G = grammar needs checking

^ = add in a word/s

? = Does this make sense?

/ = start a new line

// = start a new paragraph