

Blue Coat Church of England (A) Infant and Junior Schools' Federation

Marking and Feedback Policy

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Marking and Feedback Policy

At Blue Coat Federation we aim to provide high quality oral and written feedback to learners. All forms of marking and feedback are crucial to the success and achievements of children. It is to close the gap between what they know and what they do not know or to fill the gap between where they are and where they are going. Marking and feedback in the moment is a vital form of communication between child and teacher/teaching assistant. It is part of the assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses.

For feedback to be effective it needs to:

- engage the learner by ensuring they feel valued for their efforts and achievements.
- move learning forward, targeting the specific learning gaps that pupils exhibit.
- identify misconceptions and provide next steps to develop and empower the learner.
- aid ongoing assessment of pupil's progress linked to learning objectives.
- Be combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)

Who Completes the Marking?

- At Blue Coat we believe that the process of marking and offering incisive feedback should be provided in the moment where possible (live marking by circulating the classroom). Live marking it is a dialogue that takes place between teacher/teaching assistant and child, ideally while the learning is still being completed.
- All members of staff are expected to be familiar with the policy and to apply it consistently.
- All staff are to mark in green pen.
- Whenever possible, marking and feedback should involve the child directly. This takes form in verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiries. It may take place in mini-plenaries and mid lesson adjustments or through written feedback where misconceptions are remodelled.
- Feedback in the moment will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- All children should make these amendments in Purple Pen so the impact of the feedback can be seen.
- If the evaluation is within the scope of the child, the children may mark their own work. This forms part of our Assessment for Learning strategies.
- Children are given the opportunities to appraise their peers work to help deepen their understanding. However the teacher is responsible for the marking, giving feedback and checking whether the criteria are fully understood.
- The teacher will undertake focused marking in green pen (*except EYFS) at key points throughout a unit of work, especially when the complexity of the work needs analysing and decisions need to be made about what needs doing next.
- The teacher is responsible for overseeing all marking that takes place within the class, although when appropriate the Teaching Assistant may support the marking process.
- If a teacher is absent. Whoever is covering the class should acknowledge books with a light mark and initialling the lesson or indicating cover. If the cover is long term it should follow the school policy.
- HLTAs are responsible for marking work when covering PPA.

Non-negotiables in Marking

- A live marking approach is encouraged to enable all children to receive effective and instant feedback.
- All learning outcomes will be acknowledged before the next session
- Verbal feedback and dialogue should be embedded within every session.
- An A (achieved) should be used to indicate the learning intention has been achieved.
- Ensure that H (help given) and I (independent) are noted throughout a piece of work.
- Dates and titles are checked and children are given the opportunity to correct if copied incorrectly.*
- Marking is to be done in a clear legible handwriting using the schools handwriting policy.
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson. Marking is used to support the day-to-day assessments of learning so that difficulties are identified immediately and misconceptions can be addressed in the lesson.
- Extensive crossing out is discouraged.

*Where necessary. Please refer to dyslexic friendly guidelines.

Monitoring and evaluating

Books will be monitored as part of our curriculum monitoring cycle by the Head Teacher and Senior Leadership Team, a random selection of books will be selected from each class to observe marking techniques. We will be looking for correct curriculum content, effective marking, Assessment for Learning techniques and the presentation and effort of the children.

Light Touch Marking

Every piece of work is to be checked and 'Light Touch' marking used. Light touch marking can **range from just A, I, H** if appropriate (don't be afraid to just put this sometimes!) **to A, I, H symbols plus a positive comment and/or a short prompt** to move learning on or address minor errors.

Read and Respond tasks (RR)

Marking should praise but also give a read and respond (RR) question or task. This task/question should either offer support (to be initialled by the child), consolidation (a modelled example plus a question/scaffolded question) or a challenge (next step question/task).

In depth marking strategies are differentiated appropriately for subjects:

Across all subjects marking will identify (in line with the objective taught whether a child has achieved the objective (A) and if they have done so independently (I) or with help (H).

- 'Read & Respond' should be used for marking Maths and English. Additional Read & Respond tasks/questions should be visible as and when appropriate to enable pupils to reflect on how they can improve and diminish gaps in their learning.
- The teacher will provide a 'Read and Respond' question/task which will either: identify a misconception and provide a reminder (support prompt); give a point for improvement and a question/task (consolidation through a scaffolded prompt and question) or a next step question/task (challenge). This will be identified by the read and respond symbol RR. This short, structured task should be set to move the child based on your assessment of their achievement within that lesson (see examples below).

- In addition to this, please ensure spellings errors are identified and children are expected to correct these at the end of a piece of work.
- Read & Respond should be used for within in a unit of work. However, additional Read & Responds should be visible as and when appropriate to enable pupils to improve and diminish gaps in learning.

EYFS

- *EYFS make observations in highlighters using the following colours: blue for baseline, orange for autumn, green for spring, then pink for summer.
- If children are editing their work they continue to use feedback from the teacher to edit in pencil.
- Read and respond tasks will be given if the child is able to understand these.
- Highlighters are not used to mark in EYFS.

Supply Teachers

Where supply teachers have covered for a short period they should initial the page to indicate that it was not the usual class teacher. Cases where a supply teacher is used over a long period of time the marking policy should be adhered to. Clarification for supply teachers is presented to them on arrival as part of their initial welcome/ induction.

Marking in Writing

- Read and Respond tasks and questions should be visible as and when appropriate to enable pupils to reflect on how they can improve and diminish gaps in their learning.
- Read and Respond tasks and questions should be clearly visible and identified using the **RR** symbol.
- **Green Highlighted** work indicates achieved objective or strategy.
- **Pink Highlighted** indicates that the objective or strategy taught is not accurate and the pupil will need to correct it or complete the FF task.

Ensure that H and I are noted throughout a piece of work to show any points of intervention and make clear the amount of work that has been completed independently.

There is no expectation to 'in depth' mark all books at once.

It is important to develop independence in children so that they are able to find and correct their own spelling, punctuation and grammar errors using a variety of tools. Until this skill is learnt adults will highlight the error or the column where the error occurs in pink. Children will edit the error using a purple pen.

The children can work independently or with a partner to edit and improve their own or the work of their peer.

| PIECE OF WRITING | DO | DON'T |
|---------------------------------------|---|--|
| COLD WRITING TASK | <ul style="list-style-type: none"> ➤ Use green and pink highlighters (green for features/appropriate vocabulary pupils have used independently; pink for areas to focus on). ➤ Set targets for pupils to work on throughout the unit (these don't need to be different for each child). ➤ Stick targets into pupils' writing books. | <ul style="list-style-type: none"> ➤ Set Read an Respond tasks (your targets will suffice). |
| MIDPOINT WRITING | <ul style="list-style-type: none"> ➤ Use green and pink highlighters (green for features/appropriate vocabulary pupils have used independently; pink for areas to focus on). ➤ Set feedforward tasks to help to prepare pupils for their hot task. | |
| HOT WRITING TASK (final draft) | <ul style="list-style-type: none"> ➤ Use a green highlighter to indicate where a pupil has met the targets set after the cold task. ➤ Use a green highlighter to indicate where a pupil has met your year group's writing objectives. | <ul style="list-style-type: none"> ➤ Use a pink highlighter as you have reached the end of the unit. ➤ Set Read an Respond tasks as you have reached the end of the unit. |

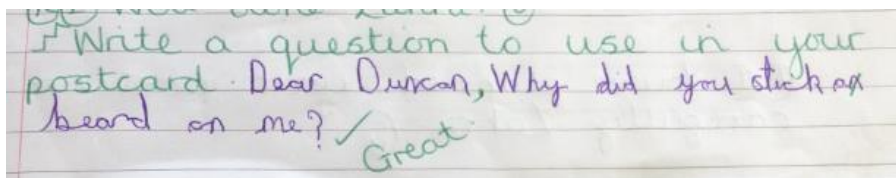
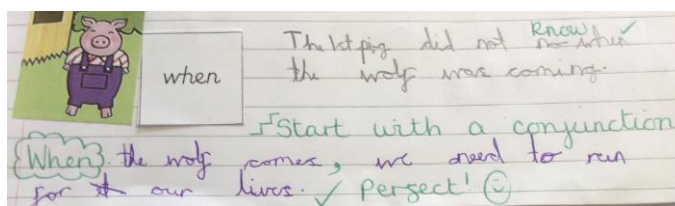
A NOTE ON FEEDFORWARD TASKS:

As referenced in the marking policy, the expectation is that each child is regularly set a feedforward task to move their learning on. The midpoint piece of writing provides a good opportunity to do this, but you can also set other feedforward tasks at appropriate stages throughout your writing unit. Please see overleaf for some feedforward task ideas.

Ideas for feedforward tasks (these should be mini activities that you ask pupils to complete):

| SPaG linked | Sentence level |
|---|--|
| <ul style="list-style-type: none"> Re-write this sentence with a capital letter and full stop. Re-write this sentence using finger spaces between the words. Re-write this sentence using clear ascenders and descenders. Change these verbs into the past tense: run swim walk eat Circle the adjectives in your sentence. Write a list of what you saw at the zoo. Remember to use commas. <ul style="list-style-type: none"> Change each contraction into its expanded form: don't I'll she's Put inverted commas into this sentence to punctuate the direct speech: Come with me! shouted the boy. Write a homophone for each word: there bear night Use brackets to add extra information to your sentence. Put the missing colon into your list to make it correct. <ul style="list-style-type: none"> Change the pronouns in your last paragraph so they are in the first person. Re-write this sentence in the active voice: The ball was thrown by the footballer. | <ul style="list-style-type: none"> Order these words to make a sentence: loudly dog the barked Finish this sentence: I walked to the park and ... Write a question that you could use in your letter. Start a sentence with a conjunction: When ... Put an adverb into this sentence: Stick Man climbed out of the nest _____. Write a sentence that begins with an adverb: Excitedly, ... Add a subheading for each paragraph. Re-write this line of direct speech as reported speech. <ul style="list-style-type: none"> Improve this sentence opener. Use 'with' to create an expanded noun phrase: the cruel doctor with ... Add further information using a fronted adverbial: Later that day, ... Use a relative clause to improve this sentence: The wiggling baby, who _____, cried all night. Re-write this sentence with the subordinate clause at the start. |

Examples:



Marking in Maths

- Read and Respond questions (RR) should be visible, when appropriate, to enable pupils to identify and correct errors as well as being used for challenge.
- Incorrect calculations should be dotted and, where live marking has taken place, children use purple pen to correct errors. Incorrect calculations should not be rubbed out.
- Ensure that H (help given) or I (independent) are noted by the title to show any points of intervention and make clear the amount of work that has been completed independently. You may use multiple symbols to show that support was needed and that children were then able to work independently. E.g. H for calculations 1- 5 then I thereafter.

Foundation Subjects

Staff should circulate the classroom and mark within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid lesson adjustments or written feedback where misconceptions are remodelled or challenges provided.

Verbal feedback will be given to the children and an opportunity to respond will be given in order to strengthen the teaching and learning process to accelerate and deepen learning. All learning outcomes will be acknowledged at the end of the lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome.

Ensure that H and I are noted throughout a piece of work to show any points of intervention and make clear the amount of work that has been completed independently.

Physical Education

In PE feedback to children will be verbal and criteria assessed next to learning targets by whoever is leading the children's PE sessions to inform future planning and assess levels of attainment.

RE

At the end of each unit of work, children complete an exit ticket which is then used to assess the children's understanding. Read and responds may be used at any point to clarify an idea, explore ideas and extend their understanding.

Art

In art feedback to children will be verbal and the criteria will be assessed. Comments may be made on post-it note.

Music

In Music in the person who taught the lesson records what their focus will be for the next lesson, based on the lesson that has just been taught. This is written in the year group music diaries. The teacher makes a note on success of the lesson and use Assessment for Learning to inform future planning.

Special Educational Needs and Disabilities

When marking the work of children with Special educational Needs and Disabilities, we take into account the wide range of abilities of our children. Children's individual education plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers. Reasonable adjustments will be made to that every SEND child can fully access the curriculum and will be given feedback appropriate to their learning.

Dyslexia-Friendly Marking Guidelines

The Rose, 2009 defines dyslexia as *a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling*. Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed. Dyslexia occurs across the range of intellectual abilities and is best thought of as a continuum, not a distinct category. Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia.

Children with dyslexia or dyslexic tendencies commonly present with a 'spiked profile' of abilities. They may face difficulties that affect the learning process particularly with reading, spelling and organising their writing but often can show a combination of strengths and weaknesses.

Dyslexics will be conscious of their difficulties so to preserve and boost self esteem marking and feedback should be constructive, specific and promote the positives.

When marking writing:

- Mark for **content** rather than spelling
- Use reduced content **spelling banks** and key subject specific **word lists** for children to refer to
- Use small ticks to mark parts of words that are spelt correctly
- Use highlighters to show 'tricky' parts of a word

e.g. t h a y

l i t t l e

- Words are sometimes spelt lots of different ways in one piece of work by children with dyslexia Highlight the correct attempt
- Use scaffolding to help structure writing - Talk for Writing writing plans and mind maps are helpful These can be used to highlight where aspects have been missed or incorrectly ordered within a piece of writing

Make time for a 'learning conversation' so children can read through their work with a teacher or mentor.

When reading:

- Encourage but don't insist on children reading aloud (unless they want to)
- Acknowledge oral contributions

Review:

This policy will be reviewed every two years by staff and governors.

Appendix 1: Examples of marking (RR)

Handwritten math example showing division and multiplication steps:

$$5 \div 30 = 6$$

30 = $\frac{30}{5} \times 5$

\div by the denominator
then \times by the numerator

$$30 \div 5 = 6$$

$$6 \times 3 = 18$$

Summayyah you are ^{using} commas in the wrong places!

Remember:- commas to separate a main clause from a subordinate clause...

eg Rosie, who was kind and caring, hugged Jim tightly.

Commas to separate words in a list,

eg The tattered, old, red sails flapped in the wind.

Scaffold prompt RR (question/task to be completed by the pupil)

Can you change the word order of a sentence but keep the meaning the same?

The powerful fire spread viciously across the vast rainforest.

The fire, which was powerful, spread viciously across the vast rainforest.

Handwritten math example showing division and multiplication steps:

$$\frac{3}{4} \times 12 = 3 \times \frac{12}{4} = 9$$

$\frac{12}{4} = 3$

$3 \times 3 = 9$

$\frac{3}{4} = \frac{9}{4}$

Challenge RR / FF (question/task to be completed by the pupil)

Handwritten math example showing division and multiplication steps:

$$3) 320 \div 8 = 40$$

$$(32 \div 8) \times 10$$

$$4 \times 10 = 40$$

Try this

$$3200 \div 80 = 400$$

The children should be actively encouraged to read and act upon comments that have been made by the teacher.

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Appendix 2: Marking and feedback

| Code | Meaning | Actions |
|------------------|---|--|
| ✓ | This is the correct answer or good word/idea. | |
| Sp | You have a spelling mistake. | Focus on spellings and spelling patterns which should either have been secured, or represents the pupil's next step in spelling development. |
| . | An incorrect answer and needs correcting. | Pupil self corrects the mistake/omission. |
| A | Place next to the title to indicate that the objective has been achieved. | Write 1 positive comment of achievement, related specifically to assessment criteria/task. |
| RR | BCJ – Read & Respond | Linked to objective to deepen or extend learning. Pupils are required to respond. |
| // | You need to start a new paragraph or line | Add the new paragraph or begin a new line (lists) WHEN you copy out the work. |
| ^ | Missing word or phrase that adds detail or creates sense / a punctuation mark. | |
| I | This work has been achieved independently. | |
| H | Adult help has been given. | |
| Purple Pen | Children are self-assessing and editing and improving their work. Children are responding to the feedback given from an adult/peer. | |
| Highlighted work | Green for growth Objective has been achieved | |
| Highlighted work | Pink for think Work needs amending in order to be accurate. Indicates there is an error that needs addressing. | |