



## Marking and Feedback Policy

<b>Approved by:</b>	The Governing Body	<b>Date:</b> September 2024
<b>Last reviewed on:</b>	October 2023	
<b>Next review due by:</b>	September 2026	

## What is the purpose of the policy?

The purpose of this policy is to make it explicit for all staff how teachers mark pupils' work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

## **FEEDBACK**

Our approach to feedback is based on the recommendations as part of the EEF Guidance Report, 'Teacher Feedback to Improve Pupil Learning' (2021).

Teachers have a range of decisions to make and can provide feedback in a variety of different ways. Feedback can:

- focus on different content;
- be delivered in different methods;
- be directed to different people; and
- be delivered at different times.

These four aspects of feedback are expanded in Figure 1:



Figure 1

At Harrington Hill:

- Teachers lay the foundations for effective feedback by ensuring that teaching reduces the work feedback needs to do via high quality instruction in lessons.
- Teachers deliver appropriately timed feedback that focuses on moving learning forward –

it is specific and addresses the task, subject, and self-regulation strategies.

- Teachers plan for how pupils will receive and use feedback and implement strategies that encourage learners to welcome feedback, and use it so pupil learning can progress.

- Teachers carefully consider how to use purposeful, and time efficient, written feedback.

- Teachers carefully consider how to use purposeful verbal feedback. Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

## **MARKING**

It is also important to provide constructive written feedback to children, focusing on success and improvement needs against learning intentions. Written feedback should be a focal point at the beginning of each lesson, when pupils should all check and respond to marking from the previous day. 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. Written feedback should enable thinking and promote depth within the learning intention.

### **What are the principles that guide the school's approach to marking?**

Marking needs to be meaningful and used constructively to promote pupils' learning, offering each child challenge and motivation. It is a valuable tool in the learning and assessment process.

Feedback should:

- be manageable for teachers and accessible to children;
- relate to the learning intention or a previously taught key skill;
- involve all adults working with the children in the classroom;
- give recognition and praise for achievement and clear strategies for improvement;
- allow specific time for children to read, reflect and respond to marking in green pen;
- inform future planning and group target setting;
- use consistent codes across the school;
- ultimately be seen by children as a positive approach to improving their learning;
- catch and intervene with misconceptions at the point of learning (as often as possible).

### **What marking looks like at Harrington Hill?**

It is expected that:

- All work is to be marked by the teacher or teaching assistant. Work is initialled if another adult, who is not the class teacher, marks it. All books must be marked before the next lesson in that subject.
- Where comments are made, they move learning on or celebrate success.
- Marking always corrects or addresses basic skills, e.g. handwriting and/or basic punctuation errors.
- Teachers mark work using the symbols in the Marking Code.

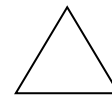
- If a child gets a question wrong in maths, a dot needs to be used and not a cross. Children should show their corrections next to the dot using green pen.
- English: children should respond to 'think pinks' in green pen. Children are also given an individual green pen improvement point **within each writing unit** based on teacher judgement. If it is at the end of the unit, this will be addressed in an improvement session.
- Marking will be done in red pen.
- Pupils are given opportunities to practise a key skill or address a misconception as identified in the marking. This may be done the following morning as part of morning work or prior to the next lesson.
- Pupils' own marking for improvement or peer marking will be done in green pen.
- Pupils will self-assess each piece of work in green pen using the appropriate shape symbol.
- Teacher's handwriting must be clear and legible and following the joins of the handwriting policy.
- A maximum of 3 misspelled words will be indicated using the marking code modelled in the margin and children will practise below.

### TEACHER & PUPIL ASSESSMENT SYMBOLS

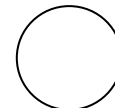
Child has/ I have understood and achieved the Learning Intention



Child has/ I have understood the Learning Intention but need more practise



Child does not/ I do not understand the Learning Intention



### Marking Codes:

Spelling mistake

**sp** highlight or underline the misspelt word.  
Correct spelling in the margin.

Omission of letter/word/phrase

^

New paragraph needed

//

Missing punctuation

Teachers will draw a red circle/ pink line to indicate

Independent pupil work

T to write 'I' next to the assessment symbol

Support given

W/S (from TA/teacher) written next to the assessment symbol

Supply

Write Supply in margin

Shared writing

SW

Guided writing

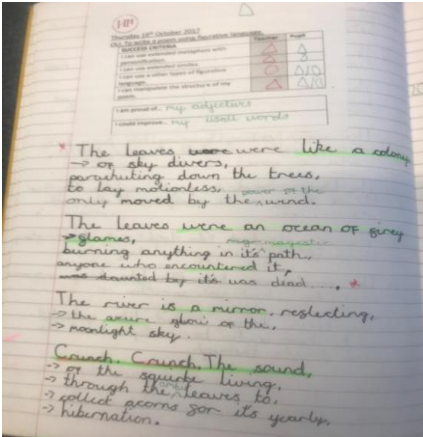
GW

Indication of a section to improve

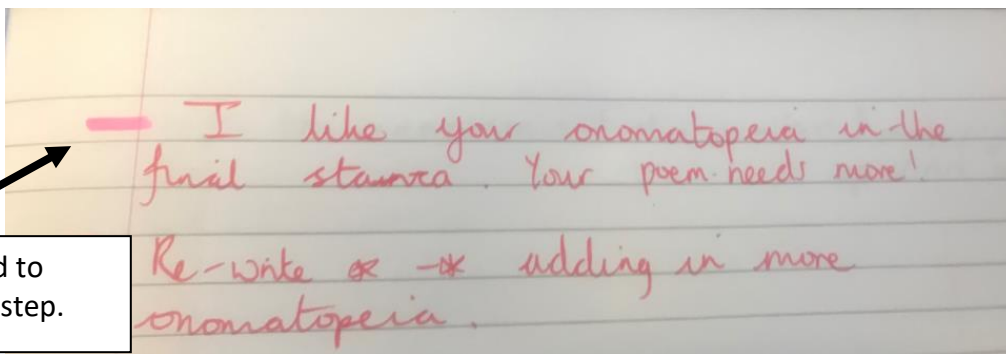
\* \* OR [ ]

### Great Green and Think Pink for in depth marking in English:

Improvement sessions begin when we sit down to mark. The quality of the next step target that we give pupils dictates the success of the lesson the next day. The next step will be personalised to the child.



'Great green' and 'think pink' is to be used at a minimum fortnightly for the in depth mark. Teachers will highlight the great things they see in the children's writing in green and highlight the things they want the children to think about in pink.



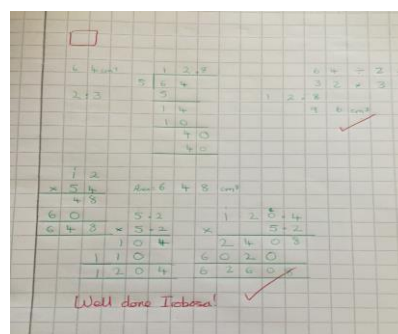
Pink line used to identify next step.

### Maths Marking:

The children should respond daily to a green pen question or correct yesterday's mistakes in green pen. Please see below for examples of maths marking at Harrington Hill:

Write these number sentences in green pen. 7 to support 5/5

<p>I'm trying to make a square. The points I have are: 1,0 3,0 1,2</p> <p>What is the missing point?</p>	<p>I have 2 sets of parallel lines. I am an irregular quadrilateral. I have 2 acute and 2 obtuse angles.</p> <p>What shape am I?</p>	<p>Reflect the shape given into the 2nd quadrant. What would its co-ordinates be? How do you know?</p>
<p>Circles/Ovals/ Triangles</p> <p>Continue the sequence.</p> <p>... -2, ... 0, 1, ... 3</p> <p>... -15, ... -5, 0, ...</p> <p>... -50, -40, ... , ... 0.</p>	<p>Squares/Pentagons</p> <p>Complete these.</p> <p>18 - 23 =</p> <p>45 - 56 =</p> <p>123 - 126 =</p>	<p>At 9am on Saturday, the temperature was 8°C. At 12pm, it rose 5°C. At 6pm, the temperature dropped by 17°C. What was the temperature at 18:00?</p>



### Science and Topic Marking:

Children must respond to a green pen question at least twice per half term.

## Prompts

There are three types of 'closing the gap' prompts that can be helpful in structuring feedback:

1. Reminder prompt – the simplest form of prompt and refers back to the learning objective/success criteria
2. Scaffold prompt – provides further support. This may take the form of a question or a short cloze procedure
3. Example prompt – this is the most detailed support and gives children examples from which to choose

### Example A

LO: to use adjectives to describe

1. Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster he is?
2. Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a ..... monster. With teeth like.....

3. Example prompt: Instead of the word 'bad' you could use:
  - Terrifying
  - Ferocious
  - Spine-chilling

### Example B

LO: To identify the calculation needed to solve a problem

1. Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.
2. Scaffold prompt: 3 bags of sweets at 25p each. Instead of  $25+25+25=$  you could do  $25 \times ? =$
3. Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:  $6 \times 10 =$  or  $10 \times 6 =$

## Feedback and Marking in the AfL cycle:

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support the LOs; appropriately differentiated learning activities etc.)

- Skillful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement
- Feedback and marking given will inform planning for learning