



Quality Feedback and Marking Policy 2022-23



At Two Mile Ash School, high standards of achievement, behaviour and respect for each other, underpin everything we do. Our teachers strive to create independent, articulate thinkers and learners who have the confidence to realise their ambitions. Our pupils are happy, highly engaged and thrive from a rich and vibrant curriculum. This drives us in our pursuit for achieving excellence every day.

Quality Feedback and Marking Policy

At Two Mile Ash School we believe a successful marking and feedback policy will contribute to all pupils being active participants in their learning and to the raising of standards. It will also ensure:

- Continuity and consistency in our approach to the pupil's work,
- Expectations are clear to pupils, teachers and parents,
- Assessments, both formal and informal, of pupil progress are accurate and robust,
- Pupils have a variety of modelled pieces of work to use themselves when assessing their own outcomes.

Why do we mark pupil's work?

- To help teachers monitor pupil's progress and to diagnose what has not been understood in order to assist forward planning and learning.
- To provide helpful feedback to pupils so that:
 - their needs are identified and we can discuss with them what they find difficult and the next steps they need to take,
 - their achievements are recognised thus giving encouragement and building confidence,
 - they know their work is valued and praised,
 - they are aware that the task set has been completed.

Effective marking should:

- Provide clear feedback to pupils about the strengths and weaknesses of their work and ensure marking relates to the Essential Objective or Focus set,
- Recognise, encourage and reward pupils' efforts and progress,
- Encourage pupils to strive and improve,
- Direct pupils to what they need to do to improve their work and the next steps they need to take,
- Help parents/carers understand strengths and weaknesses in their children's work.

Feedback

- Marking is only of value if comments are read and responded to.
- Wherever possible, marking will take place with the pupils. It offers guidance as

- to the extent to which learning objectives have been met and suggests the next steps pupils might take in their learning.
- Every effort will be made to mark the books of disadvantaged pupils first on a daily basis with a brief comment on their work or presentation in red pen. If next steps are needed, then this will be written in green pen. Next steps do not need to be given every day. This will ensure teachers have a day to day grasp of where their disadvantaged pupils are at and what their next steps are.

Marking and Feedback in English and class books

English skills book and class books are not portfolios of the pupil's writing; they should show examples of shared writing and modelled writing- some of which have been reviewed and improved (R&I) by the pupils.

The English skills book allows the pupils to practise building up the skills towards their independent piece of writing. This will involve them writing small sections, which can be reviewed and improved (R&I) against the success criteria and end of year expectations. Grammar and spelling skills will be taught alongside this.

The Reading Skills book allows pupils to practice answering the varied reading skills questions and develop a thorough written response. This will involve modelled answers, as well as shared answers to different styles of questions. A variety of response types will be seen throughout the reading books for the pupils to show their understanding, for example, diagrams, pictures, written sentences/ paragraphs etc.

The Independent Writing book allows the pupils to write the text type that they have been working on without any support from an adult. There must be evidence of a range of writing that includes both fiction and non-fiction forms. The main text types include:

- recount (newspaper report);
- procedure or instruction;
- narrative (story, diary, myths, plays, biography);
- non-chronological report;
- explanation;
- discussion;
- persuasion;
- poetry.

In the both skills books, positive comments in red pen and R&I comments in green pen should refer to the essential objective or focus for that piece of work. Comments written in green always require a response from the pupil at the start of the next English session. It should be noted that where grammar activities and spelling activities are being taught, it is sufficient for the teacher to double tick the focus if the pupil has met the intended learning. If errors have been made, these must be addressed and R&I's left for the pupils to show the progress. Reading Skills books are marked in a similar way to English Skills books. Red pen is used to give immediate and positive feedback, with green pen being used for R&I's, targets and developmental points. In class and out of class intervention must be clearly signposted in a pupil's book. Where a child has had in class intervention or worked in a support group, the teacher must indicate this using WS (with support), all teachers and support staff working with individuals or groups must use this code. If any further work has been completed independently following the support of an adult, this must be marked with an I (Independent). These initials will be written in red pen.

If a piece of writing within the pupil's English Skills book is an example of shared writing, this must be labelled as so, either after the piece of shared writing or in the margin next to the piece.

In Independent Writing books, editing is to be done once the pupils have completed their task to give them the opportunity to share their very best work. This should usually be done the day after they finished the piece and MUST be done before the writing is marked. Pupils will edit their work in purple pen, doing so independently. The independent task is to be marked after the editing stage, using a double tick each time a feature on the success criteria appears in the pupil's writing. The teacher will then make a brief comment on what they have enjoyed reading about or the pupil has done well within the piece of writing and then bullet point (using ticks) two features of the Success Criteria the pupil has been successful at using. This will all be done in red pen. Following these red comments will be a target, written in green pen, that refers to the appropriate writing targets for their year group. When the pupil has shown they have achieved this target in a future piece of writing it needs to be marked as achieved.

Eg.

Well done, Tanya! I have really enjoyed reading your newspaper report

- Stand first
- Chronological order

Target-> To vary the tenses that you use in your writing

Class Book Marking

When marking class books, marking comments should be made to reflect the attainment and progress towards the objective of the foundation subject; such as history/ geography. These comments, which give positive remarks, should be made in red pen.

The basic skills of writing (eg, capital letters, full stops, incorrect tense etc) should always be picked up in marking if there are any slips in these. The same marking code used within English books will be used in class books.

All pupils should be given the opportunity review and improve pieces of work in their class books, with a focus on the skill or knowledge that was being taught. A green 'R&I' comment should be left on occasion, instructing the pupils to answer a deepening question or review a section of the work with a focus given by the teacher.

An R&I comment instructs the pupils that they are to do something to clarify their understanding or deepen it. In class books, an R&I comment should help the pupil improve their knowledge and understanding of the foundation subject skill being taught in that lesson.

When marking a piece of writing (or English) across the curriculum in class books, the focus of the marking should still be on the foundation subject skill being shown through the writing. Comments can be made regarding the English skills, as long as the foundation subject skill has been commented upon.

Merits should be awarded in class books if the piece of work shows progress for that pupil.

Computing will be marked electronically on the pupil's work saved on the pupil's individual Microsoft Teams account. The marking expectations are the same as the class book however the pupils will be working solely on the computer. Teachers will need to mark the work by inserting a comment and using the red and green colours to match the class book marking. Spelling and punctuation will be indicated by changing the colour to red and underlining it. The pupils will then need to be given adequate time to sensibly respond to the teacher's comment.

Marking and Feedback in Mathematics

Marking within mathematics is taken to mean the process whereby a teacher looks at a piece of a pupil's written work, examines it for errors, misconceptions and/or conceptual and procedural fluency and responds in some way either in writing, speech or action.

Formative assessment which supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically.

As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming, hot marking during lessons is vital to support this.

Marking guidelines

It is important to distinguish between slips and errors that show a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when pupils are encouraged to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take different courses of action
 - where one or two pupils are making the mistake, tackling it individually as soon as possible;
 - where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class.

Hot marking (in class marking) and any after class marking of calculations and work should be done in red pen. If a pupil has made a slip or error and the teacher wants them to have another go, the teacher will re-write the sum in green pen. If the teacher feels the pupil needs a more scaffolded example or is addressing the layout of work,

this also needs to be completed in green pen. Green pen will be used for any development opportunities in the pupil's work, this includes adding in a challenge during the lesson that the teacher will write directly into the book.

Pupils need to learn to mark their own work too. Part of this responsibility is to identify for themselves the facts and strategies they know well and those which they find harder and need to continue to work on.

Evidence

If interaction between the teacher and pupils is good; where errors or misconceptions are addressed immediately or through same day intervention, efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress through marking is not necessary.

Next steps or targets should only be used where appropriate and not automatically for each piece of marked work. There is no need to give pupils individual targets.

Teaching for mastery materials (questions, tasks and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will ensure that learning is likely to be both sustained over time and built upon in the future.

In class and out of class intervention must be clearly signposted in a pupil's book. Where a child has had in class intervention or worked in a support group, the teacher must indicate this using WS (with support), all teachers and support staff working with individuals or groups must use this code. If any further work has been completed independently following the support of an adult, this must be marked with an I (Independent). These initials will be written in red pen.

Marking and Feedback in Science

Science books should include a variety of work from each topic. All science lessons should demonstrate an integral link between science knowledge and science skill and this should be evident throughout the science books. Each topic should demonstrate the progression of knowledge whereas the science skills should show progression both throughout a topic and across topics and year groups. There should be at least one piece of work included per week.

Each piece of work should have an 'Focus' and 'Context' in line with all other subjects. There should also be a 'Skill' highlighted for each lesson which should be taken from the 'Working Scientifically' section.

Positive comments in red pen and Green for Growth comments in green pen should refer to the essential objective or focus **and** the skill for that piece of work. Comments written in green always require a response from the pupil and are either:

- R&I = a response or action is required by the pupil now.
- Next time = the pupil works on it in their next piece(s) of writing. It must be possible for targets set in this instance to be applied to the next piece(s) of science.

When marking work in the science book, comments need to move the pupils on. The 'end of milestone' or 'end of year' expectations will be used to establish the next steps for the pupil in conjunction with the statutory requirements of the National Curriculum.

Starter Statements

Every science lesson has a starter statement that must be written out in their individual science book. These statements are written to assess their prior knowledge (from earlier lessons or topics) and should be used to identify gaps in an individual, group or class knowledge. The pupils should be written as a paragraph (including scientific vocabulary and reasoning) and this must be marked using both red and green pen where appropriate.

Class Science Book



The class science book should be used every lesson to record investigations, add photos of practical work, add examples of group/class work, post-it notes of oral vocabulary/conversation etc. The teacher needs to add the Focus, Context and Skill for the lesson prior to adding any evidence AND should state the names of the pupils who have contributed to the work added. If pupil's work has been added to the class science book and not included in their individual book, the written statement "See class science book" needs to be added to the individual science book. If a piece of group work is added, led by the teacher such as shared writing or shared results, then the code WS

(with support) should also be marked within the work. The work in this book does not need to be marked following the above science marking policy, as it is an ongoing book of evidence for science throughout the year for the class.

Marking Code

This code is to be used when marking ALL work the pupil's complete, including in the English, class, maths and science books and should be stuck in on the inside of the front cover of both the class and English books.

Marking Code

| CODE | EXPLANATION |
|---|--|
| ✓✓ | You have fully understood the lesson's focus. |
| ✓ | You have partially understood the lesson's focus |
| ● | You may need to double check your work. |
|  | Red for remarkable work. |
|  | Green for growth. Let's develop your learning |
| R & I | Review and Improve |
| S | Spelling Mistake |
| P | Punctuation Error |
| CL | Capital Letter Error |
| ^ | Word Missing |
| VOC | Choose a Better Word |
| // | New Paragraph |
| T | Tense Error |
| VF | Verbal Feedback |
| WS | With Support |
| I | Independent |

Verbal Feedback

Verbal, in the moment, feedback is a key aspect of helping children to develop and move forward in their learning. We know it has an impact and helps the children to develop their learning while it is relevant and timely. This is something that happens throughout a lesson or any learning interaction. On the whole, these interactions will not need to be recorded in the books. However, there may be particular interactions or pieces of in the moment feedback that are worth making note of. In these instances, the feedback should be recorded with a VF next to the piece of work that has been done. It may also be beneficial to make a note (one or two words maximum) on the nature of the feedback e.g. *VF conjunctions*. This will help to remind the child of the key message and also to enable the teacher to check to see the impact of the feedback. As this is a developmental point, this needs to be done in green pen.

Presentation Reminder

- Use neat, joined handwriting.
- Use a black handwriting pen when writing.
- The full date, Focus and Context should be underlined in pencil using a ruler.
- Cross out any mistakes neatly with a single line using a pencil and ruler.
- Always use a pencil in maths books.
- Diagrams, drawings and lines should always be completed in pencil.

Links to Other Policies

This policy should be read in conjunction with:

- Assessment Policy
- Teaching and Learning Policy
- Inclusion Policy

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| <p>Version:</p> <p>V1 – Monday 16th September 2019</p> <p>V2– Wednesday 15th July 2020</p> <p>V3- Friday 28th August 2020</p> <p>V4- Monday 5th July 2021</p> <p>V5- Wednesday 24th August 2022</p> <p>V6- 28th September 2022</p> | |
| <p>Approval:</p> <p>This policy was ratified by Two Mile Ash Governing Body.</p> | <p>Next Review on or before:</p> <p>1st September 2023</p> <p>This policy will be reviewed annually by the Two Mile Ash Strategic Leadership Team and approved by the Governing Body at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)</p> |