

# Hartsfield JMI School



## Marking and Feedback Policy

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## **Hartsfield JMI School Marking and Feedback Policy**

### **Purpose of the policy**

The purpose of the policy is to make explicit how teachers and support staff mark and provide feedback at Hartsfield. All members of staff are therefore expected to be familiar with the policy and apply it consistently.

### **Rationale**

Marking and giving feedback is a vital form of communication between child and teacher that facilitates children's progress and is '**meaningful, manageable and motivating**'.

Marking and feedback should redirect either the teacher's or the learner's actions to achieve a goal with feedback either verbally or in writing and come from a teacher, teaching assistant or from peers.

### **Principles**

Wherever possible marking/feedback should take place with the child in lessons as verbal feedback or 'over the shoulder' marking. Misconceptions can therefore be quickly corrected and learning redirected/re-targeted during lessons. Opportunities for assessment and feedback should therefore be built into lessons.

Any children finding concepts challenging, 'over the shoulder' marking should be apparent and demonstrate the provision of support, guidance, corrections and/or opportunities of further examples with adult support.

Intervention whether planned, reactionary or to consolidate, should be clearly recorded and identified in the children's book.

Where possible, remote post-lesson marking should be summative and inform planning. It should allow the review of in-lesson marking and the children's responsive efforts.

Comments only need to be written when the improvement needed is not self-explanatory or has been highlighted during feedback/marking. Any comments made should be appropriate to the age and understanding of the child with time given for the child to read and respond.

In cases where progress cannot be seen readily in the books, a short comment can be used to record. For example, increased concentration time or improved amount of time spent working independently, to allow measurement of progress other than in visible attainment.

Peer marking, editing and self-editing, with directed focus and modelling by the teacher, are acknowledged as good practice throughout the school. However, marking must also be later reviewed by the teacher. The impact of any marking and feedback must be regularly reviewed to ensure that it is effective in improving outcomes.

Marking and feedback should inform future planning and target setting.

Marking should be written clearly in handwriting that is legible and a model to the child.

Marking should be seen by children as a positive approach to improving their learning.

### **Presentation Expectations**

- All work should be legible and in line with the handwriting policy depending on age and aptitude.
- Title/learning outcomes should be handwritten and underlined or on stickers depending on age and ability of the child.
- Long dates should be used in English, with all other subjects being the short version (or teacher's choice) and underlined.

### **Marking Expectations across the curriculum**

- Marking should be completed daily for maths and English and before the next lesson for other subjects.
- 'Over the shoulder' marking within the lesson should be completed in one colour and post lesson marking in a different colour to allow identification of intervention, support and guidance given.
- All intervention/pick up work and support will be modelled and recorded in books. It should be clear that adult support has been given e.g. 'worked with Mrs Smith'
- Peer and self-marking should be completed in a way that distinguishes it from the original work. Children need to be trained through modelling with ground rules decided as a class and adhered to.
- Any significant TAFs and success criteria will be clearly identified (e.g. double ticked).
- Greater Depth evidence should be clearly identified when needed.
- Absences should be recorded in all relevant books e.g. '5.2.18 absent' or 'Absent - guitar lesson.'

## **English**

### **EYFS**

- Teachers should identify learning outcomes as they work with the children e.g. spelling EYFS high frequency words correctly according to ability and resilience.
- Correct letter formation should be expected in line with individual fine motor-skills development.
- Pupils should be encouraged to identify their own achievements and errors through verbal feedback and conversations about their learning.

## KS1

- Over the shoulder marking will catch children 'in the moment'; allowing teachers to model how to edit and improve their work and how to use a personal dictionary to check, find and correct unknown spellings.
- Teachers will encourage correct spelling of age appropriate high frequency words and common exception words by using word cards, dictionaries and current phonic knowledge.
- Letter formation and age appropriate grammar and punctuation inaccuracies will be addressed immediately or in targeted lessons.
- Children will be encouraged to identify their own errors and correct them and to make improvements where possible.

## KS2

- 'Over the shoulder' marking will be carried out by Teachers and TAs. This will immediately identify and address any misconceptions, remind the pupils of the expected standards, model writing, re-engage children, consolidate learning, support targeted children and extend the more able.
- Remote marking will be as above but without the child present. Teachers MUST ensure time is then given to allow the pupils to read, understand and act on this marking. This marking could include:
  1. Sp – spelling mistake
  2. P – non-specific punctuation error
  3. CL – capital letter
  4. FS – full stop
  5. G – grammar
  6. ?/S – sense
  7. T- tense
  8. V – vocab
  9. // - new paragraph
  - 10.^ omission
  - 11.○ - used to denote a mistake in that line that requires correcting
- Presentation should aspire to be in line with the handwriting policy and any issues must be dealt with as early as possible without allowing the pupil to embed errors and bad habits. This may involve a passage being rewritten, a spelling addressed or a particular handwriting join practised.
- Editing skills will be modelled and children will be expected to identify their own age appropriate errors and be given time to correct them.
- Time will also be given to improve their work where necessary.

## Maths

### EYFS

- Teachers should identify learning outcomes as they work with the children.
- Correct number formation is expected- in line with individual fine motor-skills development.
- Pupils should be encouraged to identify their own achievements and errors through verbal feedback and conversations about their learning.

### KS1

- 'Over the shoulder' marking will catch children 'in the moment', addressing any misunderstandings and achievements.
- Teachers will ensure correct spelling of age appropriate mathematical words.
- Number formation, presentation and misconceptions will be addressed immediately or in targeted lessons.

### KS2

- Over the shoulder marking will be carried out in all maths lessons by Teachers and TAs. This will immediately identify and address any misconceptions, re-engage pupils, consolidate learning, support targeted children and extend the more able. Where possible the marking should convey the journey the child has taken through the standalone or sequence of lessons- signposting progress.
- Teachers MUST ensure time is then given to allow the children to read, understand and act on post lesson marking. Improvements should then be followed up by the teacher. This marking will include:
  - ✓ Correct method, recording and/or calculation
  - incorrect method, recording and/or calculation
  - A specific error within a calculation circled

### TA/CT – support, guidance and/or intervention given

- Any issues with presentation must be dealt with as early as possible, including using one digit per square and writing digits correctly and clearly, without allowing the pupil to embed errors and bad habits
- Age-appropriate mathematical vocabulary must be spelt correctly.

## **Science and foundation subjects**

- There should be no difference in the expectation of presentation, effort and achievement in science and foundation subjects as in maths and English.
- All marking and feedback of 'extended writing' across the curriculum should be in line with the English marking policy as appropriate to that year groups expectations.
- All marking and feedback in subjects that use data-handling skills, for example graphs, charts and numerical analysis in science and geography, will be in line with the maths marking policy as appropriate to that year groups expectations.
- Remote marking will be as above but without the child present. Teachers **MUST** ensure time is then given to allow the pupils to read, understand and act on this marking as appropriate.
- All age-appropriate subject-related vocabulary should be spelt correctly.
- Discrepancies between progress, achievement and presentation across all subjects should be dealt with immediately.