

The Crossways Schools

'Learning Together, Stronger Together'

Marking & Feedback Policy

Rationale

At the Crossways Schools, feedback is an essential response to children's learning; whether they have achieved the learning objective against the success criteria and what the next steps should be. It is part of the assessment process, as well as being motivating and encouraging the children to discover the intrinsic value of learning.

Aims

- To recognise, encourage and reward children's efforts as individuals
- To encourage children to take an active role in their learning and reflect upon their own and others' learning
- To promote high standards in achievements
- To provide clear feedback about strengths in their learning
- To enable children to identify the next steps in their learning

Guidelines

- During each lesson the learning intention is identified. In the Infant School this is through the 'Heart of the lesson' and in the Junior School through the WALT (We are learning to /that). Marking should respond directly to one or more, of the following: the learning intention, the child's personal targets and, where used, the success criteria.
- Oral feedback should be used regularly during lessons and be recorded in books as appropriate, according to the school's coding system. A brief note may be included to explain what the discussion was about.
- Written feedback should follow the individual school's age appropriate coding (see below). This will be visible in all classrooms.
- Marking should be legible and constructive, using the school handwriting policy, so children feel enthused and motivated yet are able to make effective improvements to their work or learning.
- In both schools staff mark in green and pink pen. At the end of most pieces of work there should be a positive comment in green and in many cases an area to improve in pink. For KS1 in English tasks, including cross curricular, usually 1-2 pink comments a week. Similarly in maths, 1-2 pink comments a week. For KS2 2-3 pink comments.
 - **Green:** The WALT or Heart will be ticked in green if the learning intention has been achieved. The green comments should be positive and tell the children what they have done well related to one of the following: learning intention, personal targets and success criteria. The marking should be directed at the child by using their name on most occasions. Eg **Very good use of adjectives, John.**

- **Pink:** This should be used to indicate areas to improve upon/ next steps (Use more connectives to link your sentences), challenges (Improve these sentences by adding different connectives) or corrections (Correct the first 5 corrections) The pink comments should be active areas to address at the time or in the next session rather than to remember for the future.
- Children should be given time to read (or have the comment read to them) and act upon the feedback as soon as possible after the work has been marked eg in bell work or in the next session of that subject. In addition, older/ more able children should be encouraged to reply to teacher's marking or make their own comments.
- Children use red pencil/pen for self-assessment of their learning and purple pen/pencil for peer marking as a friend.
- In EYFS pink marking will be introduced in T5/6 as appropriate. Red and purple marking will be used as appropriate from EYFS and then more regularly from Yr 2.
- Children are actively involved in non verbal and written feedback of their own work through various self evaluation strategies, including smiley faces, traffic light system, success criteria, as well as their responses to the teacher's marking. The 'learning pit' diagram will be used as required from the end of Yr 2 and through KS2.
- Children can self-assess at the end of a piece of work using the 'smiley face' system in any subject. A smile means they feel confident and have a secure understanding; a straight line means they understood but need more time to practise; a sad face to show that they need more work/support in this area and this method will be used in all subjects. Pupils self-assessing using smiley faces can be encouraged to expand their reasoning with a specific comment.
- To focus on presentation of work, especially in maths, in KS2 two faces can be drawn by the children when deemed appropriate by the teacher to indicate their judgement on their learning and presentation. The first face can have an L by it to show 'learning' and the second face a P to show presentation. If a class mainly uses traffic lights then two traffic lights can be used in a similar way.
- Peer assessment is used individually, as a group or a class to identify if appropriate elements have been included and will include many of the strategies used for self-assessment.
- Success criteria are used by creating a list of elements that should be included in the children's work to make it successful. This can be created by the teacher prior to the lesson or jointly by the class as appropriate. The success criteria list can be printed on labels to stick into the book and the child, their peer marker (if used) and the teacher tick the elements shown in the work.
- Success criteria will be introduced to Yr 1 as appropriate with the expectation that the majority of Yr 1 children will be using them from T5/6.
- Targets achieved are acknowledged by the teacher / children through marking.
- It is important that home learning is marked too. Home learning will be marked in green pen and the focus will be placed on giving a positive comment on the pupil sheet related to the effort the pupil has made to complete the task to a high standard.

- All marking by supply teachers, student teachers and HLTA's/ TA's will follow this policy and be labelled appropriately.

Codes for Marking:

- **D** - Discussion / dialogue with child has taken place
- **G** – guided learning (responses will be recorded on guided record sheets/ teachers' plans)
- **I** – Independent work
- **HP** - House Point achieved (Children tick it when it has been recorded)
- **T** Target met. If written by the child, ticked by teacher if they agree.
- **TA** - Marked by a TA
- **S** – Marked by a Supply Teacher
- **ST** – Marked by a Student Teacher
- Next steps will be noted using a simple step notation 
- **Sp** – Spelling mistake
- **○** - A punctuation error.
- **.** shows an error
- **C** - Please correct this error (in Pink pen)
- 😊 😐 😞 can be used by the children to self assess their work.

This information will be displayed in all classrooms

Spellings:

- Use the symbol **sp** to show the children incorrect spellings. Place it next to or above the word that is wrong. In KS1, Y3 and 4 (and for less able children in Y5 and 6) the teacher should write the correct spelling of the incorrect word.
- In Y5 and 6 (and for more able children in Y3 and 4) the word will not be given and the child will be expected to look it up in the dictionary.
- The child should then use the Look- Cover- Write- Check method to repeat the spelling of the words three times.
- Teachers are to use professional judgement about the amount of spellings to correct based on ability of the child, but a guideline of maximum 3-4 words is recommended.

Punctuation:

- Incorrect punctuation is to be indicated by placing a circle over the error. **○** The circle can indicate the punctuation is wrong and should be different or removed. Or the circle can indicate that punctuation should have been placed there and the child should think about why. Teachers are to use professional judgement about the amount of punctuation to correct based on ability of the child, but a guideline of maximum 3-4 errors is recommended.

Consistency in Marking and Feedback between Year 2 and Year 3

The majority of pupils transfer from Crossways Infants (CIS) to Crossways Juniors (CJS). We recognise the importance of smooth transition for our pupils. In term 6, year 2 pupils will be introduced to the term WALT. In Term 1 in Year 3 there will be regular reminders of the 'Heart of the lesson'.

This policy should be read in conjunction with the Assessment Policy.

Mark Toogood

March 2019

Review Date: March 2021