

Orleans Primary School



Marking and Feedback Policy

Governor's Committee Responsible	Quality and Standards
Status	Non Statutory
Review Cycle	3 yearly
Date written/last review	October 2019
Date of next review	October 2022

Signature Headteacher:

Date:

Signature Chair of Q&S Committee

Date:

A Love of Learning, for Life, for All.

Orleans Primary School –Feedback and Marking Policy

Principles and Intent of marking

At Orleans Primary School, we have a rigorous Feedback and Marking Policy in place throughout the school. Feedback and marking is primarily for the learner and the teacher. We believe that it is important for pupils to receive feedback on their work in order to know what they have done well and understand how to improve their learning so that clear visible progress is evident in pupils work. Teachers use marking as a way of assessing children's progress and therefore our policy is designed to support teachers in moving children's learning forward.

We do this by providing children with;

- Frequent, detailed and accurate written and oral feedback.
- Positive comments highlighting what the children have done well and developmental comments to show what they need to do to improve further.
- Regular opportunities to respond to teachers' feedback and make improvements when appropriate
- Consistent, embedded opportunities for responding to feedback
- A growth mindset , where effort is praised as well as achievement
- Regular opportunities to use and apply their skills through, 'next step' tasks, which deepen their learning. Teachers will use their professional judgement.

Monitoring and Moderation

It is important that the Feedback and Marking Policy be applied consistently throughout the school and in all subject areas. Outcomes of marking should be evident in lesson planning and pupils' learning. The effectiveness and quality of marking will be gained through rigorously planned monitoring activities such as work scrutinies and book sampling by SLT and subject leaders throughout the year. The feedback from this will be analysed by the SLT and points for development actioned through feedback to staff.

Implementation of Marking

1. Relate to the learning objective, children's targets and/or success criteria.
2. Give recognition and praise for achievement and effort
3. Respond to individual learning needs, taking opportunities to immediate verbal feedback where appropriate.
4. Inform future planning.
5. Be consistent across key stages.
6. Be seen by pupils as a positive approach to improving their learning.
7. The individual needs of pupils should be taken into consideration when providing feedback to ensure that the pupils respond positively.
8. All learning is acknowledged by the teacher.

What does marking look like at Orleans?

All marking will be done in **purple** by the class teacher.

If someone other than the class teacher has marked the learning, 'supply' must be written.

Children's responses should always be written in their green edit pen.

From September 2016, the school has adopted the following marking systems and symbols;

What are the principles behind marking?

Teacher marking

Teachers will mark work on a regular basis as detailed on the next pages using a variety of verbal, written comments or symbols. This will vary according to the task and the individual pupil.

Self Marking

Children will be given opportunities, particularly in Maths to mark their own work, which allows children instant feedback as to whether they have understood the task or not. It also allows them to reflect on their learning and internalise where mistakes were made and how they can learn from them. This will then be looked at by the teacher who will use for assessment for learning.




Peer Marking

Children will be given opportunities to work with a peer to edit and mark their pieces of work, the benefit of this style of marking is it allows children to discuss their work and see areas that they would not always see themselves. As well as allowing them to improve their own learning and take ownership. Again a teacher will assess the piece and use for their own assessment for learning.







Early Years Marking Symbols

Methodology of marking pupils work in the Foundation Stage.

To be most effective, children's work has to be marked and assessed within the same lesson in the Foundation Stage. The children will receive continuous feedback during the lesson as appropriate, and time will be given for them to make improvements reflect, consolidate or deepen their learning, according to the flow diagram below:

WALT achievement – recorded next to the WALT		
EYFS (from Summer Term) – Triangle system		
 You need to continue to practice this.	 You are beginning to understand this learning.	 You understood this learning today.
Level of Support - recorded inside the triangle		
EYFS – 1,2,3 system	1 = Independent 2 = Needed initial support but understood rest of task 3 = Need support throughout activity	
Marking Writing		
Spelling – Instant verbal feedback to be given during writing sessions. Children are expected to correct spellings picked out by the teacher – maximum of 3. These should be key words, phonic related or specific topic words.		
WOW and NOW when effective (At least every 2-3 weeks.)		
Date and WALT stated at the beginning of each piece of work.		
Superstar Writer Checklist to be used as verbal and written feedback.		
Visual responses are used e.g. smiley faces, stamps or stickers.		
Traffic Light System used for children self-assessing their learning.		
Maths		
Incorrect answers – teacher to verbally prompt when activity is taking place.		
Where appropriate, signal what the child did during the learning activity, e.g. ‘you used a number line to help you’.		

Key stage 1 Marking Symbols

WALT achievement – recorded next to the WALT		
 You need to continue to practice this.	 You are beginning to understand this learning	 You understood this learning today.
Level of Support (recorded inside the triangle)		
KS1 – 1,2,3 system	1 = Independent 2 = Needed initial support but understood rest of task 3 = Need support throughout activity	
Teacher comments need to move learning forward. These could be challenge questions or explanation of concepts.	See appendix for examples.	
Children to initial teacher comments to signal that they have read and responded.		
Traffic Lights AoL strategy to be used in all learning. Year 1 to begin Spring Term. Next to WALT, no bigger than a pea.	  	
Marking Writing		
Spelling – Instant verbal feedback to be given during writing sessions. Children are expected to correct spellings picked out by the teacher – maximum of 3. These should be key words, phonic related or specific topic words. These spellings should be circled so they are easy to identify.		
WOW and NOW as appropriate either verbally or written. (Mid-way through their piece of writing where appropriate. This allow ‘NOWS’ to be acted upon in the rest of their writing) – e.g’s. See page 3 of Marking flip		
Date and WALT stated at the beginning of each piece of work.		
Superstar Writer Checklist to be used as verbal and written feedback.		
Visual responses are used e.g. smiley faces, stamps or stickers.		
Traffic Light System used for children self-assessing their learning.		
Comments to praise effort where appropriate		
At the end of the key stage, it is expected that the pupils independently edit their work		
Maths		
Incorrect answers – teacher to verbally prompt when activity is taking place.		
If appropriate, identify the misconceptions and write a model for the correct method/strategy. Children are expected to respond to this or complete an additional question given to show that the learning has moved forward.		
Where appropriate, signal what the children did during the learning activity, e.g. ‘you used a number line to help you’.		
2 *’s and a wish used in KS1 to indicate what was done well – this encourages the pupil to develop this habit in their learning.		
Comments to praise effort where appropriate		

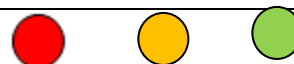
Science

WALT should be signalled with the area of science in focus:

- Research – R
- Fair Testing – FT
- Pattern Seeking – PS
- Observing Over Time – O
- Identifying and Classifying - IC

Comments to praise effort where appropriate

Traffic light system to be used for children to self-assess their work



Teacher comments need to move learning forward. These could be challenge questions or explanation of concepts

Spellings linked to Science to be copied out a maximum of 3 times using the green edit pen in the margin

Other subjects

When enquiry based learning is taking place, which requires an extended piece of writing, then the marking policy for writing should be employed.

Where appropriate, for subjects such as Art and Design Technology, pupils should have an opportunity to reflect on their learning using questions such as:


What went well?




What challenged me?

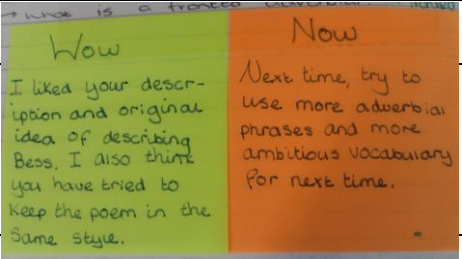
What would I do the same and what would I do differently next time?




Key Stage 2 Marking Symbols

WALT achievement – recorded next to the WALT		
✓	✓✓	✓✓✓







Marking Symbols	
^	Indicates a word or words have been omitted
Sp	This is written next to a word that is spelt incorrectly and underlined
	Missing punctuation, e.g. capital letters, full stops and question marks should be highlighted with green highlighter. The green pen of slime!
//	This indicates where a new paragraph should have been started

Level of Support	
Only signal support if given.	S = Needed support throughout activity
Teacher comments need to move learning forward. These could be challenge questions or explanation of concepts.	See appendix for examples.
Children to initial teacher comments to signal they have read and responded.	
Traffic Light AoL strategy or reflection of what they have learnt to be used in all learning.	  

Marking Writing	
Writing – Spelling patterns that have been previously taught, high frequency words, key words and topic words from a word bank should all be corrected. Children to copy out a maximum of 3 using their green edit pen in margin.	
WOW and NOW as appropriate either verbally or written. (Mid-way through their piece of writing where appropriate. This allow 'NOWS' to be acted upon in the rest of their writing) – e.g's. See page 3 of Marking flip. If this involves editing prior writing, it should be done in green. If it is for future writing, use normal pen colour.	
Date and WALT /Title stated at the beginning of each piece of work and underlined.	
Visual responses are used e.g. smiley faces, stamps or stickers.	
Peer feedback may be given in the form of 'WOW' and 'NOW' for LKS2 (This may be verbal or peer editing to be demarcated by a pair of eyes 😊 and pupil name)	
Green pens are used for children to suggest ideas, mark and edit work	
Praise should be given for effort, not just outcome	

Maths	
Incorrect answers – mark with a dot (○) and specify that children check their answers.	
If appropriate, identify the misconceptions and write a model for the correct method/strategy. Children are expected to respond to this or complete an additional question given to show learning that has moved forward.	
Where appropriate, signal what the children did during the learning activity, e.g. ‘you used your times table knowledge to simplify fractions’. Comment on strategies used where appropriate.	
Visual responses are used e.g. smiley faces, stamps or stickers.	
Praise should be given for effort, not just outcome	
Science	
These should be written next to your WALT on flips and next to WALT in children’s books to correspond with the area of science in focus:	
<ul style="list-style-type: none"> • Research – R • Fair Testing – FT • Pattern Seeking – PS • Observing Over Time – O • Identifying and Classifying - IC 	
Next steps or steps for extension to be written where appropriate	
Praise should be given for effort, not just outcome	
Traffic light system to be used for children to self-assess their work	  
Teacher comments need to move learning forward. These could be challenge questions or explanation of concepts	
Spellings linked to Science to be copied out a maximum of 3 times using the green edit pen in the margin	
Other Subjects	
When enquiry based learning is taking place, which requires an extended piece of writing, then the marking policy for writing should be employed.	
Where appropriate, for subjects such as Art and Design Technology, pupils should have an opportunity to reflect on their learning using questions such as:	
What went well?	
What challenged me?	
What would I do the same and what would I do differently next time?	

Marking for SEN pupils

WALT achievement – recorded next to the WALT		
 You need to continue to practice this.	 You are beginning to understand this learning	 You understood this learning today.
Level of Support (recorded inside the triangle)		
1,2,3 system	1 = Independent 2 = Needed initial support but understood rest of task 3 = Need support throughout activity	
LSA's to write a short comment of praise and to indicate what support was used during the task	Write S in margin E.g Jack worked hard but found the task challenging at first. We used the bead string to help with understanding and he is now much more confident.	
Traffic Lights AoL strategy to be used in all learning. Year 1 to begin Spring Term. Next to WALT, no bigger than a pea.	  	

PPA Cover

Teachers and HLTAs covering PPA should mark learning completed by pupils during the session, when possible. Supply teachers are expected to mark the learning and write supply, tick and write a brief comment on all work either during or after the session.

Evaluation and Review

We see our policy as a working document, which will be reviewed annually.

Policy agreed by all staff October 2019

Policy due for renewal: October 2022

Signed by chair of Quality and standards Committee _____

Signed by Headteacher _____