

# Marking and Feedback for Assessment Policy

## Aims

We believe that feedback and marking should provide constructive feedback to every child, focussing on success and improvement needs against learning intentions (WALT/LC/targets); enabling children to become reflective learners and helping them to close the gap between current and desired performance.

## Principles

Marking and feedback should:

- Be manageable for teachers
- Relate to learning intentions (WALT/LC/Targets), which need to be shared and understood by the children
- Involve all adults working in the classroom
- Gives children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give strategies for improvement
- Allow children time to read and respond to feedback
- Involve all children in the same process (whether oral or written) to ensure equity across subjects and abilities
- Respond to individual learning needs, marking face-to-face with some and at a distance for others
- Inform future planning and individual target setting
- Used consistently throughout school
- Be seen by children as positive in improving their learning
- Encourage and teach children to self-mark wherever possible

## Strategies

### Summative feedback/marking

This usually consists of ticks and crosses and is associated with closed tasks or exercises e.g. calculations in maths, comprehension answers, grammar exercises, tables and spelling tests. Wherever possible, children should self-mark or the work should be marked as a class or in groups.

### Formative feedback/oral and marking

In the course of a lesson, teachers' comments to children should focus firstly on issues about the learning objectives and success criteria, then secondly, about general progress and next steps for the children.

### Closing the gap marking (Quality Marking)

During the week specific pieces of work are responded to in more detail to assess where children are in their learning and identify next steps.

**When marking children's writing**, focussed comments should support the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. what else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant or arrogant').

To make the feedback more accessible to the child the adult highlights (in green) three pieces of evidence which meet the success criteria. Pink highlighter can be placed next to the issue identified for improvement and this will need a 'closing the gap' comment. This comment should require a response from the child.

Useful 'closing the gap' comments are:

- A reminder prompt (e.g. 'What else could you say here?').
- A scaffolded prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he ....', 'Describe the expression on the dog's face').
- An example prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes').
- A comment that gets children to reason, justify or explain their understanding of an element of learning that has taken place in the lesson.

### **Surface / Secretarial features**

Spelling, punctuation, grammar etc. should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things. When their writing is finished, the children should be encouraged to check through for spellings, punctuation etc. The classroom environment should support independent learning and self-checking, e.g. lists of key words.

During the introduction of the lesson the expectations should be stated e.g. zero-tolerance words must be spelt correctly (high frequency words), date /WALT/LC copied correctly.

### **Self-marking**

Children should self-evaluate wherever possible. Children can be taught to identify their own successes and look for improvement points. The mini-plenaries can focus on self-evaluation as a way of analysing learning.

### **Peer assessment**

During the mini-plenaries children may be asked to mark and respond to work in pairs.

The following points are important:

- children need to be taught to do this, through modelling with the whole class, watching the peer assessment in action.
- when the children are peer marking they must mark to the WALT/LC and not comment on spelling or presentation.
- ground rules (e.g. listening, interruptions, confidentially, etc.) should be decided
- children should, alternately, point out what they like first, and then suggest ways to improve the piece. The 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- pairings need to be based on trust – and need to be decided upon by the teacher.

**When marking children's maths** – use Check, or Challenge comments.

For example, if the child has managed less than 50% of the questions correct, this would require a check question by asking them to do another example independently or with scaffolding or with support from the teacher the next day.

If the child has correctly responded to the majority of the questions then the teacher would use a challenge to extend his/her learning.

These check and challenge questions will need marking. Children may have a 'justify', 'explain' or 'clarify' stamp in their book.

### **Organisation**

It is understood that it is impossible to give feedback for learning on every child's book every day, but ***in Maths and Writing, it is important that children get enough feedback in order for them to improve, therefore these need to be marked every lesson.*** For the rest of the curriculum, teachers must use their professional judgement to decide who, when, which groups and in which lessons. Staff will mark 'Disadvantaged Pupils' books before any others. These books will be identified by having a 'spot' that is on the back of the book.

***The first 3-5 minutes of a lesson should*** be used for children to read and respond to feedback. In order for the marking to be formative, the information must be used and acted upon by the children.

This means that the children should have their books at the start of a lesson, respond to the feedback, write the date and new WALT/LC before the lesson input begins. (*The children **should not** write the date and WALT/LC in their books for lessons where the 'learning' is not being recorded in the book e.g. whiteboard work, laptops, paired work. The learning journey class book should contain photos and notes of what the children are learning within a group or more practical context.*)

**At the end of every lesson** children should RAG their work against the WALT/LC.

### **Supporting learning, recognising improvement and next steps**

It is very important that children know where they have made improvements and what they need to do to further improve. Their books are the on-going record of learning and will form a valuable resource for the children and their teacher.

## **Additional Guidance**

### **Presentation**

While some children struggle to present their learning neatly, all staff should convey a consistent expectation that we try our best.

All staff should model high standards of presentation and provide verbal and written reminders to children.

- All work should be presented at the highest possible standard bearing in mind individual children's ability
- All work should have the date and a WALT/LC which should be underlined in pencil with a ruled line
- Drawing should be pencil, in most instances and coloured with pencil crayons
- Written work should be with a pencil or blue pen - Correction fluid should not be used
- Errors should have a single line through, not scribbled or rubbed out.
- No rubbers to be used (teachers to use their professional judgement)
- Folders/exercise book covers should not be defaced

Those children with Special Educational Needs and Disabilities (SEND) should be given special consideration. This may include:








- pencil grips or special pencils/pens
- the date and WALT pre-printed or written by an adult
- paper clips on book corners to avoid the pages curling
- a scribe
- worksheets copied onto coloured paper or enlarged
- larger lined books or plain paper
- a slanted desk/surface





### **Marking and Marking Code**



- All marking comments should be in cursive handwriting, modelling the school's handwriting policy, and the child should be able to read it.
- All marking should be a **green** pen that stands out
- In English highlighting should be in **green** for places where the child has met the WALT and in **pink** to show where improvements could be made



- In Mathematics quick marking should include ticks to identify if an answer is correct and crosses to identify an incorrect answer
- Quality marking in Mathematics should include a 'Check or Challenge' and the reasoning stamps
- In Learning Links marking should mirror that of other core subjects, for example English should still be highlighted in green and pink with comments to close the gaps, maths should include checks or challenges. Marking for science and learning links should always refer back to the LC and not be generic comments such as 'well done'. All marking should provide a question for the children to demonstrate their depth of learning. Please refer to the organisation section for more details.
- Care should be taken to use vocabulary and expressions that the child will understand
- Children should indicate whether they feel they have understood the teaching and progressed in the lesson either by putting a red, amber or green (Year 2 +) dot next to the WALT/LC (Year 1 to start during Spring). Children who have indicated that they have NOT understood the WALT/LC should have their work 'quality marked'
- The children who have been working with the Teacher / TA during a group activity should have their work 'quick marked' (unless they have indicated they have misconceptions that need addressing)
- Children who have been working independently might need more detailed marking and therefore the teacher should select a group of children whose work should be 'quality marked'

## Expectations at Clarendon

Subject & Stamps	Marking	Boards	Other requirements
<p>Writing</p>  	<ul style="list-style-type: none"> <li>All writing should have 3 green &amp; 1 pink piece of evidence highlighted, comments should reflect the child's personalised need &amp; link to the highlighted work.</li> <li>From Y2, response to marking should be in pink pen and acknowledged.</li> <li>Target group marking should be identified with a 'guided' stamp, TA's to initial inside the stamp.</li> <li>Targets achieved by the children should be highlighted off &amp; dated, in real-time.</li> <li>'WALT' stamp to indicate that the WALT has been achieved.</li> <li>HLTA ti initial marking stamp when covering a class.</li> <li>Marking ladders used for extended pieces of writing.</li> <li>Punctuation Sam used for extended pieces of writing.</li> <li>Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>VF to be written under the piece of work to indicate that verbal feedback has been given.</li> <li>If a spelling is corrected 'sp' should be written in the margin with the correct spelling written and practised at the end of the piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuation Sam visible in class.</li> <li>WAGOLL to be displayed and in colour to show marking, it should identify the reason why it is a WAGOLL using a speech bubble post-it note &amp; be specific to the genre.</li> <li>The classroom environment should support independent learning and self-checking, e.g. lists of key words.</li> <li>Star Writer photo should be displayed alongside the piece of writing.</li> <li>Working Wall should reflect the current genre.</li> <li>Celebration work on the Working Wall should be current &amp; have a post-it to state why it is there.</li> <li>Writing to be upright, readable and work backed neatly.</li> </ul>	<ul style="list-style-type: none"> <li>Cross curricular writing should be completed in Writing lessons</li> </ul>
<p>Reading</p>     	<ul style="list-style-type: none"> <li>Every comprehension question should be individually marked and stamped with a 'WALT' stamp.</li> <li>Answers should be written in full sentences.</li> <li>Target group work should be identified with a 'guided' stamp, TA's to initial inside the stamp.</li> <li>Targets achieved by the children should be highlighted off &amp; dated, in real-time.</li> <li>Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>VF to be written under the piece of work to indicate that verbal</li> </ul>	<ul style="list-style-type: none"> <li>Reading Areas should be tidy with the Reading Challenge book spines current.</li> <li>Clarendon Reading Challenge cards should be visible.</li> <li>Domains should be on view.</li> <li>Interactive display i.e. about authors, puppets.</li> <li>Author cards used in book cases.</li> <li>Writing to be upright, readable and work backed neatly.</li> </ul>	<ul style="list-style-type: none"> <li>'Guided Reading' stamp should be used in the Home/School Planners when children have read with an adult in school. The focus of the lesson (for KS2) should be identified.</li> <li>'Reading Buddy' stamps should be used when children have read with their Reading Buddy.</li> </ul>

	<p>feedback has been given.</p> <ul style="list-style-type: none"> <li>Misconceptions should be identified and marking should help move the learning on.</li> </ul>		<ul style="list-style-type: none"> <li>'Reading Challenge' stamps to be used in Reading Challenge cards.</li> </ul>
<p>Maths</p>   	<ul style="list-style-type: none"> <li>All pieces of work marked with ✓ or a ✗.</li> <li>If the child has answered less than 50% of the questions correct, the work would require a check question, with scaffolding or with support from the teacher the next day.</li> <li>If the child has correctly responded to the majority of the questions then the teacher would use a 'challenge' stamp to extend his/her learning.</li> <li>Target group work should be identified with a 'guided' stamp, TA's to initial inside the stamp.</li> <li>Targets achieved by the children should be highlighted off &amp; dated, in real-time.</li> <li>These check and challenge questions will need marking.</li> <li>Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>VF to be written under the piece of work to indicate that verbal feedback has been given.</li> <li>All corrections should be marked.</li> </ul>	<ul style="list-style-type: none"> <li>WAGOLL to be displayed and in colour to show marking, it should identify the reason why it is a WAGOLL using a speech bubble post-it note</li> <li>The classroom environment should support independent learning and self-checking, e.g. lists of key vocab. Key methodology (from the calculation policy) used to support learners.</li> <li>Working Wall should reflect the current domain.</li> <li>Maths challenge area current and accessible to all groups.</li> <li>Number line displayed.</li> <li>Resources / concrete materials are accessible.</li> <li>Writing to be upright, readable and work backed neatly.</li> </ul>	
<p>Science</p> 	<ul style="list-style-type: none"> <li>Targets achieved by the children should be highlighted off &amp; dated, in real-time.</li> <li>Quick marking should be used throughout the piece of work and a question written to check for understanding or deepen knowledge.</li> <li>Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>VF to be written under the piece of work to indicate that verbal feedback has been given.</li> <li>All feedback from children should be in pink pen and marked by the teacher.</li> <li>'Learning Challenge' stamps to be used when the LC has been</li> </ul>	<ul style="list-style-type: none"> <li>Science boards to focus on Working Scientifically.</li> <li>WAGOLL of an investigation sheet to be displayed and in colour to show marking, it should identify the reason why it is a WAGOLL using a speech bubble post-it note.</li> <li>Range of evidence to be built up and adapted over time.</li> <li>Investigation should be current.</li> <li>Learning Journey to be attached to the wall or in the vicinity.</li> <li>Writing to be upright, readable and</li> </ul>	<ul style="list-style-type: none"> <li>Investigation sheets trimmed and stuck in books when completing investigations.</li> <li>One Animoto at the end of each topic to be posted on the class blog.</li> <li>Mind maps to be used for each topic and updated at the end of each lesson.</li> <li>Cross curricular writing should be completed in Writing lessons but in the Science book e.g.</li> </ul>

	achieved.	work backed neatly.	<p>explanation text, non-chron. Report.</p> <ul style="list-style-type: none"> <li>• Learning Journeys should not duplicate work in books.</li> </ul>
<p>Learning Links</p> 	<ul style="list-style-type: none"> <li>• Targets achieved by the children should be highlighted off &amp; dated, in real-time.</li> <li>• Quick marking should be used throughout the piece of work and a question written to check for understanding or deepen knowledge.</li> <li>• Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>• VF to be written under the piece of work to indicate that verbal feedback has been given.</li> <li>• From Year 2, All feedback from children should be in pink pen and marked by the teacher.</li> <li>• 'Learning Challenge' stamps to be used when the LC has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Challenge Questions to be numbered to show the 'pathway' of learning.</li> <li>• Topic titles to be displayed at an appropriate size (in relation to the board).</li> <li>• Learning Journey to be attached to the wall or in the vicinity.</li> <li>• Boards to be updated in real-time to support the learning.</li> <li>• Vocabulary to be displayed and appropriate to the learning for the week.</li> <li>• Work on display needs to be legible and appropriate to the size of the board.</li> <li>• Writing to be upright, readable and work backed neatly.</li> </ul>	<ul style="list-style-type: none"> <li>• Cross curricular writing should be completed in Writing lessons but in the Learning Links book.</li> <li>• Mind maps to be used for each topic and updated at the end of each lesson.</li> <li>• One Animoto at the end of each topic to be posted on the class blog.</li> <li>• Learning Journeys should not duplicate work in books.</li> </ul>
<p>R.E.</p> 	<ul style="list-style-type: none"> <li>• Targets achieved by the children should be highlighted off &amp; dated, in real-time.</li> <li>• Quick marking should be used throughout the piece of work and a question written to check for understanding or deepen knowledge.</li> <li>• Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>• VF to be written under the piece of work to indicate that verbal feedback has been given.</li> <li>• All feedback from children should be in pink pen and marked by the teacher.</li> <li>• 'Learning Challenge' stamps to be used when the LC has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• One board per cohort to be alternated each half term with a PSHE board. The board should represent learning from the whole cohort.</li> <li>• Learning Challenge Questions to be numbered to show the 'pathway' of learning.</li> <li>• Topic tiles to be displayed at an appropriate size (in relation to the board).</li> <li>• Learning Journey to be attached to the wall or in the vicinity.</li> <li>• Boards to be updated in real-time to</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Journeys should not duplicate work in books.</li> </ul>

		<p>support the learning.</p> <ul style="list-style-type: none"> <li>• Vocabulary to be displayed and appropriate to the learning for the week.</li> <li>• Work on display needs to be legible and appropriate to the size of the board.</li> <li>• Writing to be upright, readable and work backed neatly.</li> </ul>	
<p>GAP</p> 	<ul style="list-style-type: none"> <li>• Work should be quick marked with ticks and 'WALT' stamps used.</li> <li>• Peer marking should be for spellings &amp; multiplications only.</li> <li>• Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>• VF to be written under the piece of work to indicate that verbal feedback has been given.</li> <li>• Misconceptions should be identified and marking should help move the learning on.</li> </ul>		
<p>French</p> 	<ul style="list-style-type: none"> <li>• Targets achieved by the children should be highlighted off &amp; dated, in real-time.</li> <li>• Quick marking should be used throughout with comments / questions.</li> <li>• Children to RAG every piece of work (Red, Amber or Green); if children RAG in Red / Amber then marking should scaffold misconceptions prior to the next lesson.</li> <li>• VF to be written under the piece of work to indicate that verbal feedback has been given.</li> <li>• All feedback from children should be in pink pen and marked by the teacher.</li> <li>• 'Learning Challenge' stamps to be used when the LC has been achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Boards to be general, teachers to add to these throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Registers to be taken in French when possible.</li> </ul>

Supply Teacher to use a 'supply' stamp alongside the school policy. Class Context file to be available (on teachers desk) for Supply Teachers.

**Presentation**

While some children struggle to present their learning neatly, all staff should convey a consistent expectation that we try our best. All staff should model high standards of presentation and provide verbal and written reminders to children.

- All work should be presented at the highest possible standard bearing in mind individual children's ability
- All work should have the date and a WALT/LC which should be underlined in pencil with a ruled line
- Drawing should be pencil, in most instances and coloured with pencil crayons
- Written work should be with a pencil or blue pen - Correction fluid should not be used
- Errors should have a single line through, not scribbled or rubbed out.
- No rubbers to be used (teachers to use their professional judgement)
- Folders/exercise book covers should not be defaced

An Educational Visit / assembly / visitor in school should have a separate Animoto which is displayed on the class blog. All Animotos are used to share, with parents, the curriculum, which is a legal requirement, this is the quickest and easiest way to achieve this.