



Humshaugh First School

Marking and Feedback Policy

Date Agreed	September 2022
Date to be reviewed	September 2027
Signed	J.L.Long

Introduction

At Humshaugh Church of England (Aided) First School, we take a professional approach to the tasks of assessing children's learning and giving feedback on it. All children are entitled to regular and comprehensive feedback on their learning in order for them to be able to make progress and SHINE brightly. Therefore, all teachers will mark learning and give feedback as an essential part of the assessment process. As a staff, we agree that feedback is most effective when it is instant and personal, involving the child and allowing a dialogue to take place between teacher and child. We believe it should draw attention to positive aspects which demonstrate the child's understanding of the learning objective, but it should also challenge children to move their learning on through making improvements. These beliefs have been used to underpin our approach to marking and effective feedback and focus on the primary requirement that all marking and feedback should be "used effectively to help teachers improve pupils' learning."

Marking and Feedback at Humshaugh Church of England (Aided) First School is used to facilitate pupil progress in order to achieve the highest possible standard of achievement for each individual child. We recognise that marking and feedback is

vitally important in moving on children's learning to achieve given goals. Our Marking and Feedback Policy is in place to ensure that children's work is valued and that they are given constructive, specific and clear feedback regarding their achievements and improvements for future learning needs in order to make ongoing progress with their learning.

Principles of marking and feedback

Our Marking and Feedback Policy aims to provide a range of approaches in marking and feedback throughout the school, which are dependent on the needs of individual children and subjects, so that it enables the maximum amount of progress possible for every child in school.

To ensure marking and feedback at Humshaugh Church of England (Aided) First School is highly effective in enabling pupil progress and achievement, we:

- Focus on specific areas of learning which reflect the learning outcome, ensuring that any form of feedback is personalised and constructive and enables a child to achieve. We will mark selectively focusing on the purpose of the work relating to the whole needs of the child. Examples of different kinds of marking which will be seen in children's books are:

Acknowledged – This will apply to all work in English, Maths and Homework books. This will include the **green** or **pink** highlighting of the Learning Objective, ticks to show areas of success and crosses where there are incorrect answers, brief comments, use of pictures, stickers etc for acknowledgement of success

Functional – “Go back and do” – Feedback will address corrections and misconceptions directing children to complete a specific task. **Pink pen (Think Pink)** will indicate this to the child. This may be done during or after the lesson. Where children have achieved the LO, this comment may ask them to consider the breadth and depth of their work and provide additional challenge.

High Impact – “Target to work towards” – This is a more thorough form of feedback which clearly indicates to the child where they have been successful and ensures that children know what to do in order to improve. In English and Maths, the

teacher will use a **pink pen**, as required, to indicate where improvements can be made. This will ensure that the child can see precisely where on the work improvement could be made. The children need to know and understand the '**Think for Pink**' message. Where the teacher writes down an improvement suggestion to help the child know how to make a specific improvement will be shown in books next to a pink arrow. In order to encourage a positive response, any negative comments must be framed as constructive statements as to how to improve. The children will then be given time to read their 'improvement comment' and make the necessary changes. Children will use a **purple pen (Purple Polishing)** during improvement time to ensure these additions are easily identified.

Expect that marking and feedback should be **Meaningful**. Meaningful marking and feedback will vary by age, subject, and what works best for the child and teacher in relation to any particular piece of work. Meaningful feedback can be written or verbal with the impact of this evident within children's work. Meaningful feedback and marking will inform future planning and lesson content. To support Meaningful feedback, we encourage, where relevant to the learning experience, to involve children in 'live feedback,' resulting from their work.

- Aim to make our marking and feedback practice as **Manageable** as possible by ensuring our policy provides opportunities for marking and feedback to be proportionate to the activity, ensuring effective use of time and resources to enable pupil progress.
- Provide opportunities for feedback to be given in different forms to enable children to achieve. Feedback may take the form of spoken or written marking, peer-marking and self-assessment depending on the context and level of need.
- Recognise that marking and feedback should be **Motivating** to help children make progress. Marking and feedback must value the effort and achievement made by the child, celebrating their progress and commitments.

Implementing the Marking and Feedback Policy

- A range of Assessment for Learning (AfL) techniques will be employed by teachers and Learning Support Assistants during a lesson. By providing immediate feedback to children, we aim to ensure that all children are able to make progress during a lesson and are appropriately challenged. During English and Maths lessons, where adults (or the children themselves) have identified that further support is required, or marking shows that a child has not achieved the Learning Objective and requires some extra practice for consolidation purposes, then the child will be identified for 'Rapid Response' where an adult will be deployed to provide this support in advance of the next lesson.

- Children should record the date and Learning Objective (LO) for each new piece of learning. Teachers of younger children in Reception, Key Stage One and some children in Key Stage Two, where appropriate, will ensure that this is glued into books neatly. Coloured pens will be used throughout the school, in all year groups, to identify when children have been successful in achieving the Learning Objective. A green pen will be used to identify and inform a child where a learning objective has been achieved and a pink pen will be used to identify when a child is working towards the Learning Objective. This will be shown as a small arrow next to the Learning Objective. Where it is recognised that a child is achieving a Learning Objective with ease, planning, differentiation and lessons will be adapted to provide additional challenge. Mastery challenges may also be provided (Blue triangle).

- Motivational written feedback will be given by a teacher when they feel it is important to recognise a specific success or achievement shown by a particular child. When using written feedback to motivate children, the teacher, child or peer may choose to highlight specific aspects of work with a green highlighter. Where the teacher chooses to write a celebratory written comment, this will be written using green ink.

- In English/Writing books, work will always be marked to ensure 'High Impact,' with both green and pink pen used throughout the writing to visually show the strengths and areas for development to the child. A green star will be used to provide

motivational feedback to the child, in relation to their writing and a pink arrow will be used to identify next steps for development. Improvements made by the children, in response to this marking, will be shown using a purple pen, which a teacher will later follow on to ensure that the misconception or work has been appropriately corrected. Subsequent pieces of writing within books are expected to show that the child has made progress and improvements in response to the feedback given.

- During the Shared Introduction to a lesson, children will be given/help create the success criteria for that lesson. This Success Criteria will be displayed so that the children can refer to it when completing their learning.
- In Maths correct answers will be marked with a blue tick rather than highlighted throughout.
- Homework will be marked by the class teacher and will show where a child has been correct, using blue.

Marking and Feedback in the Early Years

In the Early Years, staff observe each child's development and learning, assess their progress and plan for next steps to be shared using positive relationships with parents. Staff respond to children's evidence of achievements, verbally and "mark" any work that has been assessed/discussed and recorded in books or through learning journals. Work is recorded by staff as being completed independently or with support from an adult. 'Next steps' will also be regularly recorded either through the learning journals or through Literacy and Numeracy books, used to inform parents.

As children's achievements develop over the Reception year, more formal marking becomes appropriate and the 'Green for Go' and 'Pink for Think' method is adopted. Early Years staff use 'live feedback' as much as possible and where appropriate will talk through green and pink feedback given in books. **Indicating the level of support for work**

Comments should be given which indicate whether work has been completed independently or with support:

- TA Supported by Teaching Assistant
- T if supported by the teacher
- I Independent

Presentation

To support the children to have high standards of presentation we expect them to:

- Use a sharp pencil or school handwriting pen
- Use the correct grip
- Write neatly in cursive style in line with the school's handwriting policy.
- Use a new page for a new day
- In Maths write the numerical date at the top left of the page and underline, using a ruler.
- In all other subjects write the date in full and underline, using a ruler.
- Write the title and underline it with a ruler.
- If a mistake is made either rub it out or put a small line through the error.
- In Maths, if a sum is incorrect it should be written out again.
- As children progress through Key Stage 2 they will begin to use pencil only for drawing and black handwriting pen for writing. A pen license will be given to children who demonstrate a joined legible handwriting style.
- Where children use a pen for writing, they should use a pencil for diagrams, tables and the construction of graphs.
- Children in Key Stage 1 should have their dates and learning objectives glued neatly into their books.
- All paper which is glued into books should be glued in straight and neatly.

Code for Marking Errors.

We will use the agreed marking code for identifying errors. This code will be displayed in all classrooms from Year 1 to Year 4.

Monitoring and Review

Our School Leadership Team is responsible for monitoring the implementation of this policy. The Senior Leadership team will evaluate the effectiveness of this policy on pupil progress at regular intervals during teaching and learning observations and scheduled book scrutiny of work. Interim Appraisal meetings, pupil progress meetings and book scrutinies will provide regular opportunities for teaching staff to demonstrate the progress children have made, in response to their ongoing Marking and Feedback

Humshaugh Marking Code

Your teacher will use these symbols when marking your work.

Sp

The correct spelling will be written in the margin.

Λ

There is a word missing.



Green for go! Your teacher is particularly impressed with this work.



Pink for think. You have made a mistake or something could be further improved which your teacher will explain in their comment.



Missing punctuation / Capital letter needed or incorrect.

TA Supported by Teaching Assistant

T Supported by a Teacher

I Independent