

FARLEY HILL SCHOOL



Marking and Feedback Policy

Governing Body Responsibility: Curriculum and Impact Committee	Approved: April 2024
Reviewed:	October 2022
	Next Review: April 2025

Farley Hill Primary School

At Farley Hill Primary School, we believe that marking and feedback should be frequent and of a consistently high quality. Any work marked should give clear feedback to the child, whether verbal or written. It should give us, as teachers, a clear understanding of pupils' progress and next steps for learning and inform our planning and it should enable pupils to understand their successes and what they need to do next in order to improve.

Aims

The aim of marking is to

- Ensure that pupils are actively involved in their own learning and understand the next steps to ensure improvement
- Ensure consistency in marking across the school
- Inform planning and improve the teaching and learning within the classroom
- Ensure that marking is accessible to children in order for it to be effective and improve learning
- Correct mistakes and misconceptions

Principles

Marking and feedback

- Can be verbal or written
- Will be prompt – 'live' where possible, regular and diagnostic, ensuring continued pupil progress
- Will be in appropriate detail
- Will relate to the success criteria
- Involves all adults working alongside the children
- Will recognise achievement and provide strategies for next steps
- Will inform future planning and target setting

Practice

- Live marking and verbal feedback daily (unless self/peer assessed). Supply teachers to write 'Supply' in black pen. TAs to initial.
- When live marking, any support given during the lesson is marked with an S with a circle around it
- A positive comment referring to the LO/Key Question is given
- In all learning, a Learning Objective (LO) or Key Question will be shared
- "Steps to Success" (S2S) will be used to ensure the children know what they need to do in order to be successful – these will be displayed on the IWB/Learning Wall at the start of/during the lesson and referred to during the lesson
- Date, LO/key question (short date for maths and long date for literature, everything else) Year 1 will only write the short date on all work in order to practise and embed number formation daily.
- Self and peer marking related to LO, Key Questions and S2S

- In Maths challenge/correction is set as needed
- One piece of writing will be “**next step marked**” as appropriate, approximately once a week depending on the unit of work
- Next steps marking (NSM) could include improvements of the current piece of writing/recommendation for the next piece of work.

In our school marking for Writing, Maths will be as follows:

EYFS

- Teachers and TAs will assess work through a number of different methods including photos, post-its, stickers (noting what individuals have said and done) and observations. These will all be placed in individual learning journey folders and will be ongoing
- NSM will take place whilst the child is there and as appropriate/in the moment
- Pink highlighter used to indicate child’s success and green highlighter (from Spring Term onwards) used to indicate any improvements needed
- Floorbooks are used to record children’s learning journey

KS1 and KS2

Writing

- Pink highlighter pens will be used to underline successes (the best 3/maximum of 4 successes) in all tasks that have success criteria. Number of Pink highlighted successes will depend on the quality and quantity of learning produced
- Green highlighter pens will be used to underline or mark where next steps are on focussed pieces. The improvement will be something to help the child move on to the next level in his/her learning and should relate to LO/steps to success
- The expectation is that feedback will be given for all children’s writing in English using pink highlighter for positive and where necessary green highlighter for growth/NS
- A general comment on the work in black pen will be written by the teacher approximately once a week both in English
- Black pens will be used for all other day to day marking and comments by all staff
- ‘S’ written in a circle will indicate 1:1 support. If children then move on to work independently then ‘I’ will be written in a circle
- Children will be given response time during the week to act upon the feedback of the NSM
- The improvement work will be written in red by the children in KS2 and in red pen in Year 2 and red pencil in Year 1 from late Spring term
- Self-assessment: KS2 will sometimes draw a learning line in their book at the bottom of their piece of work and draw an arrow on it to show where they feel they are. UKS2 are trialling adding a comment. KS1 will have a circle added to their LO label and will RAG colour this to indicate how they feel they have done

Mathematics

- NSM for maths could be a correction or a challenge – set as needed
- NSM will be indicated in green pen for both KS1 and KS2
- A dot is put next to the incorrect answer for the children to change/redo either next to it or at the bottom of their work
- Children will be given response time during the week to act upon any feedback given
- The improvement work will be written in red by the children in KS2 and in red pen in Year 2 and red pencil in Year 1 from late Spring term

Foundation

- Work is sometimes marked together as part of learning in class
- Work is ticked in black and commented on where necessary
- If a common misconception is found in children's work, green highlighter is used to correct it for NSM
- NSM is completed in red pen in KS2 and discussed as a class in KS1.

Spellings

- Key spellings to be checked regularly – one spelling to be highlighted for correction per piece of work in KS1 and maximum of 3 spellings in work in KS2.
- KS1 - adults underline the incorrect spelling in Green and write it in black once and the children copy it 3 times in pencil
- KS2 – adults underline the word in Green and write the word in the margin and children write it in red pen 3 times underneath

Home learning

- When a topic project has been given for home learning, peers will give feedback verbally/written on a feedback sheet.
- Teachers also contributes to feedback
- Copy in book and copy sent home

Monitoring

- The SLT will ensure that this policy is implemented. A “book look” will be carried out at least once a term and feedback given to Staff and Governors