



CARLETON PARK J&I SCHOOL

MARKING and FEEDBACK

POLICY

Adopted June 2017

Reviewed January 2018

Aims

Carleton Park Junior & Infant School aims to develop enthusiastic, confident and active learners who are effective in their approach to primary education and in life. We aim to fulfil every child's potential through a commitment to the highest standards of teaching that actively motivates, challenges and inspires children as individuals.

Marking of pupils' work alongside verbal feedback in all areas is therefore regarded as a regular means of formative assessment that is linked to the learning objective within a sequence of work and ultimately, to the child's personal targets.

We aim to make marking a positive experience for the child and manageable for the adult.

Carleton Park are currently working in partnership with Leeds Beckett University and the PAT to trial and develop a range of marking and feedback strategies.

Quantity of Work

These quantity of work guidelines apply to Years 1 – 6. Clearly there will be a transition period between UFS and Y1 expectations during Autumn Term of Year 1.

Maths

Teachers should aim for an average of three pieces of work in Maths books per week. Evidence of mental maths needs to be present in books, folders or planning each week also.

English

Teachers should aim for an average of three pieces of work in English books per week. These tasks may relate to word or sentence level work in the build up to a larger piece of extended writing. Teachers should aim for at least one long piece of writing in Writing assessment books per half term, this will be a final draft after editing and redrafting has taken place in their English books, marking grids and peer and self-assessment should be evident at this point.

Other Subject Areas

Teachers should aim to evidence the work from their medium term topic plans. This will vary from subject to subject and could be in the form of either writing, diagrams, drawings or photographs. Where possible learning should always be evidenced in books.

Marking Guidance

All adult writing in books will model the schools handwriting scheme.

It is expected that adults mark English and Maths books daily, **by highlighting the L.O in green** to show the pupil has met it. Partial highlighting of L.O will show this L.O needs revisiting for the pupil. Any elements of a pupil's work which are **correct, meet success criteria or are deemed to be good practice** for the child will **also be highlighted in green.**

Instant feedback:

Wherever possible, feedback will be given to the child at the point of learning. Pupil's work will be annotated when verbal feedback is given either in words or by circling/underlining areas for improvement. VF does not need writing in pupil's books, as the feedback given should be identifiable from the pupil's improvements. **This feedback/marking will be done in green pen.**

Any **out of class marking** will be done in **orange pen.**

If any adult other than this class teacher marks a child's book they should initial the marking.

Pupils will respond to all marking and feedback in purple pen, this includes challenges given to extend pupils.

Coloured dots feedback:

Coloured dots will be used at least once a week to provide feedback to pupils. Dots can indicate feedback in the form of edit/improve or to extend and challenge a child. This can also identify a group who are to work with the teacher or LSA.

The colour of dots must be randomised to prevent pupils knowing their colour of dot. Teachers will keep a record of their dot feedback and any challenges in their orange feedback book.


Dots can be given and responded to at the end of a lesson or at the beginning of the next lesson for that subject.

All dots should be responded to in purple pen – whether this is to attempt a challenge or to edit/improve.

Once the child has responded to their dot the teacher must acknowledge their work by:



drawing a star and initial next to their response if they have managed it.

Writing a  and initial next to their response if they still need to work on this/need further support.

This expected at least once per week for each child in English and Maths.

Peer and Self-assessment

Peer and self-assessment is an integral part of marking and feedback at Carleton Park, **and will take place in all lessons in some form**. A range of strategies are used across school and we are currently including using coloured success criteria as part of the PAT trial.

Coloured success criteria:

This is a self/peer assessment tool and can take many forms:

- Colour SC and children highlight where this is in their work.
- Children peer mark in the form of 2 stars and a wish using coloured SC.
- You can underline yours and they can guess which SC is that colour.

Response marking

Children will respond to adult marking through the use of a purple pen, this will ensure that any pupil responses are easily identifiable and that the progress of pupils in their books is evident. **Pupils will also use purple pen when peer and self-assessing.**

For younger children the purpose of using a purple pen is to begin to develop an understanding that this colour is used to respond to teacher comments e.g. self-assessing by drawing a smiley face in purple pen.

Presentation of work (see appendix 2/presentation policy)

Remember:

Children will write the date in the short format in Maths e.g. 25.2.15 and in long format in English and Topic books e.g. Wednesday 25th February 2017. The date and objective will be underlined with a ruler.

Pencil should always be used in Maths books, and for all drawing or diagrams in other subject areas.

Where activity sheets are used, these should be trimmed down and stuck into books rather than folded. This means that children can easily see their work and any feedback that has been given by an adult.

Marking codes

Marking codes can be used to support the children's learning although these should be used sparingly in order to maximise impact. The agreed codes can be found in appendix1.

Summary of Minimum Expectations for Marking & Quantity of Work

Subject Area	Minimum Expectations (Stage appropriate*)
English	<ul style="list-style-type: none">• All work marked by highlighting the L.O

Marking and Feedback Policy

Carleton Park J & I School

	<ul style="list-style-type: none">• Evidence of Green pen, instant marking should be seen in all books.• Coloured dots used to provide feedback or challenge (once a week) with an opportunity for pupils to respond in purple pen and subsequent teacher response.• One piece of work each week marked by pupil or peer marking (stage appropriate).• One piece of Extended Writing is done in the Writing Assessment books, per half term, this should be a final draft.• At least three pieces of work in English books per week.• Monitoring of progress each half term using Target Tracker.
Maths	<ul style="list-style-type: none">• All work marked by highlighting the L.O• Evidence of Green pen, instant marking should be seen in all books.• Coloured dots used to provide feedback or challenge (once a week) with an opportunity for pupils to respond in purple pen and subsequent teacher response.• One piece of work each week marked by pupil or peer marking (stage appropriate).• Three pieces of Maths per week in books and evidence of mental work.• Monitoring of progress each half term using Target Tracker.
Other subjects	<ul style="list-style-type: none">• All work marked by highlighting the L.O• Evidence of Green pen, instant marking should be seen in all books.• Coloured dots may be used to provide feedback or challenge• Cross curricular links are evident where appropriate.

** There will be variations on what these agreed elements of marking and feedback look like between Year 6 and UFS.*

Work Scrutiny

Work scrutiny will be conducted by the senior leadership team and middle leaders. The timing for work scrutiny will be shared with all staff in the week prior to when it will take place and a random sample of work will be asked for. Staff will present their work samples at the time requested.

When conducting work scrutiny, the following criteria will be used to evaluate teacher marking.

Work scrutiny criteria
<ul style="list-style-type: none">• Good standard of handwriting / presentation• All work is marked by highlighting L.O in green, and using green or orange pen.• There is evidence of peer and self-assessment, using purple pen and coloured success criteria.

- Expected frequency of pupil work recording.
- Coloured dots used for feedback/challenges/next steps and responded to by pupils using purple pens.
- Differentiation on the same date is evident.
- Progress over time is evident.

Appendix 1

Year 1 - 6 marking symbols

SP	Spelling error (HFW/Phonics – stage appropriate)
^	Omission
.	Incorrect
_____	Child rules a single line through a word if it is a mistake
/	Finger spaces/new sentence/new paragraph
GG	Guided Group
I	Independent
S	Adult support
initials	The initials of adults in class giving feedback who are not class teacher
supply	To be written at the top of the page if an agency teacher has taught the lesson



QUALITY

Leave the top line blank

Underline the date with a ruler

(miss a line)

L.O underline with a ruler

Steps to Success

- Use neat (joined) handwriting*
- Start all writing at the margin*
- Draw all straight lines with a ruler in pencil*

- Always use a sharp pencil
- If you have a pen passport, use pen for all written work
- Labels should be written in 'print' not joined
- Any art work should be coloured neatly, in the lines, no white spaces and all in one direction
- Cross out mistakes with one neat, straight line
(no rubbers)
- Work shouldn't be 'squashed up'
- Highlighters are not to be used for writing comments
- Short date for maths and science

- *Name in bottom right hand corner if work is not in books*
- *Line guides must be used when working on plain paper*



- *Short date underlined*

- *L.O underlined*

- *One digit per square* $45 + 12 =$

- *Use a ruler for all straight lines*

- *Always use pencil – no pen*

- *Fold the page in half to help with presentation*

- *No rubbers (put a line through mistakes)*

- *Do not join handwriting for labels*

