NORTH CHESHIRE
JEWISH PRIMARY SCHOOL

NCJPS Feedback and Marking Policy

September 2022

Introduction:

NCJPS believe that constructive marking and feedback helps to raise standards and is the most useful and powerful continuous ongoing diagnostic record of achievement. Marking and feedback (written and verbal) makes regular planning and assessment of learning intentions for pupils manageable and improves the appropriateness and relevance of teaching and learning in our school. It is also an extremely effective medium for ensuring pupils are aware of their progress and how they can improve. Moreover, it enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

This policy sets out how the use of effective marking, feedback and response is consistently utilised across our school to positively impact pupil progress.

Principles for Marking and Feedback

Effective marking and feedback should:
- be manageable for the teacher and accessible to the children
- be completed promptly so that children know / see the assessment of a piece of work before they undertake the next piece
- ensure teachers and pupils are clear about the learning intentions of a task and the criteria for success and that the marking is directly related to the learning intention
- involve the teacher / TA working with the children
- give recognition and praise for achievement and clear strategies for improvement
- allow specific time for children to read, reflect and respond to marking where appropriate (see below)
- respond to individual learning needs taking opportunities to mark face-to-face where appropriate
- inform future planning, support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine the next steps in learning
- use consistent codes within Key Stages (see below)

Different Types of Marking and Feedback

Verbal Feedback to prompt deeper thinking, and swiftly address misconceptions during lessons. This occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or in on a group basis. For younger pupils this can be noted down to record the feedback and response process.

'Light' marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

Developmental Marking in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning. *(See information about 'read and respond', 'fix it time' and 'fast forward' below)* Question stems such as 'who' 'what' 'why' will be used to promote deeper thinking.

Self-assessment and peer assessment of the attainment and success of a piece of work.

The Frequency of Developmental Marking

- All pupils' work is to be at least light marked by Teacher or Support Staff. No work should go unmarked.
- For Key Stage 1, in English and Mathematics all pupils should have a minimum of 1 piece of work marked developmentally by their teacher per week. In Key Stage 2 this should usually be a minimum of 2 pieces. This Marking will demand an effective response from the pupil and time should be allocated by the teacher for an appropriate and meaningful response to be made also each week. The overseeing of such a task may be carried out by another adult other than the class teacher.
- In the Foundation Stage, developmental marking process maybe exemplified through observational assessment made by adults and then verbal feedback and discussion recorded and noted down. This will be recorded in pupils' learning journeys, and as the Foundation year progresses directly onto recorded work as appropriate.

The Frequency and Nature of Pupil Response to Feedback

Work that is marked developmentally requires a response from the pupil. In each class effective time must be given to teaching pupils to respond to tasks swiftly. This process will look different developmentally across each Key Stage, increasing with independence and complexity with maturity and skill of pupils.
By the end of Year 2, most pupils should be able to locate, access and execute simple response tasks independently. They should know what they are doing to improve their learning. Pupils with SEN will need support to enable this.
Likewise, tasks must be effective in improving work, yet brief in execution.
For pupils in Key Stage 1 and where developmentally appropriate as designated by SEN Learning Plans, communication of the feedback will be augmented by adults, until developmentally pupils are able to access this independently.

Role of other adults supporting

Support staff should mark work with groups of pupils with whom they have been working. When this is the case, the marking should follow this policy, under the guidance of the pupils' class teacher.

Non-negotiable procedures for marking

- all marking is to be carried out in a red pen (KS2) and blue pen (EYFS /KS1). In Year 2 when children move onto blue pen, teacher will mark in red pen.
- all marking is to be done in a clear legible handwriting
- the marking codes should be followed in all cases
- the marking code should be visible in the learning environment
- **all** pupils' work is to be at least 'light' marked by the class teacher or Support Staff
- **in both Maths and English at least 1 piece of work per pupil should be developmentally marked in depth per week in Key Stage 1, and 2 pieces per week in Key Stage 2.**
- there is evidence of children reading and responding to teacher feedback (In key stage 2, a minimum of twice per week.)
- in foundation subjects there is evidence of a combination of developmental and light touch marking at the teacher's discretion and with the intention of best promoting pupils' progress
- a dot will be put next to any incorrect answer

Marking expectations

Reception/Key Stage 1

- written comments in blue until children move onto pen, then teachers will use red pen

- written comments when possible written with child present

- learning objective achieved use a tick or a stamp/ sticker / OA

- mention incorrect age-related spellings and teacher write in margin no more than 1-2 words per piece of work (Year 1)

- age related incorrect spellings are mentioned and they are copied at the bottom of the page. No more than 3 words per piece of work (Year 2)

- work completed with support will be identified by writing WS on the page

- target stampers used to show areas for development and to celebrate success linked to the learning objective

- Year 2 children may have → and a 'next steps' written target when they are able to access it as a bridging strategy to the next key stage

- celebratory stickers or house points may be used to show excellent effort or achievement

(See appendix 1 for marking stamps & meanings)

Key Stage 2

- written comments in red

- learning objective achieved write OA next to it

- working towards learning objective write WT next to it

- incorrect spellings are underlined and 'sp' written in the margin *(These words are rewritten correctly 3 times at the bottom of the page. Minimum 3 words-ability dependent)*

- 'fast forward' (ff) will be used to show children are revisiting errors during following lessons *(see below for explanation)*

- → symbol will be used to show next steps comment with prompt for child to respond to

- // will be used to show where a new paragraph is needed

- ^ will be used to show omission, with missing word written

- 'dims' will be written to ask 'does it make sense'?

- 'P' will be used for incorrect punctuation, with correction written

- * will be put next to a word/phrase that can be up-levelled

- 'H' will be put next to writing where handwriting needs improving

- a tick will be put next to a word/phrase/sentence that exemplifies the learning objective

- children will use a green pen to edit their work following self/ peer/ teacher assessment

- 'vf' will be written to indicate verbal feedback has been given. Where appropriate children will write what the feedback was to impact future learning

'Fast forward' (ff) is used to promote children revisiting previous errors in our aim for their overall spelling to improve. It works firstly by identifying a spelling error as described above. Then the spelling/error is written as a target a few pages further on in the book for the child to complete in a subsequent lesson.

'Fix it' time is used for children to review their work and edit accordingly, after it has been marked by the teacher.

Children with special educational needs will have their work marked in the way they find most accessible. For key stage 2 children this may be in the form of the target stamps to ensure they fully understand their feedback.

Symbols or codes not on this policy should not be used.

Only house points, stickers or verbal praise may be awarded for excellent attainment or achievement.

KS1 Marking Codes

✔ or stamp/sticker - Learning Objective (LO) achieved	
finger spaces	use a capital I
full stops	capital letters
handwriting or writing on the line	pencil grip
check letter formation	Look carefully at your sentence(s) and say them out loud.
listen to sounds in the word	oops! correct a spelling
great idea	next steps

OA – Objective Achieved. You understand the work.

WT – You are working towards understanding the work.

VF – Verbal Feedback given.

WS – Work supported with an adult.

Ind – Independent work (Year 1)

Key Stage 2 Marking Codes

OA learning objective achieved

WT working towards learning objective

Sp incorrect spelling

FF fast forward

→ next steps

// new paragraph needed

^ you have missed a word out

DIMS? 'does it make sense'?

P incorrect punctuation

* up-level this word

H handwriting needs improving

A tick will be put next to a word/phrase/sentence that exemplifies the learning objective.

VF verbal feedback

WS work supported by an adult