MARKING & FEEDBACK POLICY

Rivington Foundation Primary School
Our Mission Statement:

Creating Visions of the Future through Kindness and Today's Strong Foundations.
We Care, We Trust, We Believe, We Share, We Enjoy, We Achieve!'
'We Are Limitless. We Are Kind.'
'We Are 'Rivi!'

Our Vision:

At Rivington Foundation Primary School we believe that every child's potential is without limit – we grow together. At the heart of our school, all individuals have **limitless** opportunities to thrive in their own unique ways. By igniting passion and embracing difference, we can unlock **limitless** potential for all in our community. Through nurturing and trust, we can open **limitless** doors to exciting new adventures, challenges and experiences to spark **limitless** dreams for every child.

At Rivington Primary School we believe great learning opens doors and expands horizons. A love of learning is the greatest gift a school can bestow and should help all its children become the very best that they can be; developing a thirst for knowledge and building learning habits of mind that will last them a lifetime!

This policy complements the Teaching and Learning policy at **Rivington Foundation Primary** School. It is a vital component in maximising the full learning potential of all our pupils.

Intent:
 At Rivington Foundation Primary we believe a successful feedback and marking policy will contribute to all children being active participants in their learning and to the raising of standards and rates of progress.

Due to the adjustments necessary due to COVID-19, the following policy will be implemented in full when health and safety guidelines allow. The fundamental principles of the policy remain. As a school, we aim to use Seesaw in order to assist in the marking of work for Y1-6.

Adults working with children giving immediate feedback should avoid face to face contact with Children in Y1 onwards (within 2m distance) and should not be in close contact for any longer than 15 minutes. Adults should be using good use of conversations and questioning to ascertain a child's level of comprehension and depth of understanding.

Implementation

We believe that marking should:

- Clearly inform children of their next steps in learning.
- Wherever possible, pupils should be involved in feedback and marking practices encouraging a dialogue for learning between pupils and adults.
- All adults working with pupils should give feedback on their learning.
- Promote high standards of presentation, spelling and grammar.
- Motivate pupils to 'live-up' to our School motto 'Only My Best Will Do!'
- Contribute to developing children's understanding of their learning. **RESOURCEFULNESS.**
- Enhance self-confidence and resilience – to strive and improve. **RESILIENCE.**
- Develop pupils' reflective ability by offering opportunities for peer and self-assessment. **REFLECTIVENESS.**
- **Allow children to work in collaboration with peers to assess and determine their own progress. RECIPROCITY.**
- Be consistent in terms of quality and the positive impact it has on progress over time.
- Avoid being too contextualised so that teachers are marking the things that really matter.
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the pupils' age related expectations or developmental level.
- It should also take into account pupils' targets and their progress towards these.

Ideally feedback to pupils will come at the point of delivery, with the pupil there. Through working towards immediacy of feedback, pupils will be allowed the opportunity to make visible progress, correct misconceptions at the point of learning and become more independent. This will contribute to pupils setting their own learning goals and enjoying success through their individual progress.
As a result of this policy, there will be a greater consistency in the way that work is assessed across the key stages.

Impact

- The primary purpose is to ensure that pupils receive meaningful feedback against the success criteria and objective that has been set.
- To help teachers to monitor children's progress and to diagnose what has not been understood so as to assist forward planning and learning.
- Feedback and marking will also provide positive feedback and promote high expectations and engagement in learning.
- To provide helpful feedback to children so that:
  1. Their needs are identified and we can discuss with them what they find difficult and the next steps they need to take.
  2. Their achievements are recognised thus giving encouragement and building confidence.
  3. To show that individual learning tasks are to be valued and praised.
  4. To ensure tasks have been carried out to an expected standard.

It will also ensure that:
- Continuity and consistency in our approach to the children's learning and written outcomes.
- To make our expectations clearer to pupils, teachers and parents.
- To provide a model that pupils can use themselves when assessing their own work.

These core purposes should then be evident in all classes across the school; however, approaches may differ.

As a result of effective marking pupils:

1. **UNDERSTAND** what they have done well.

2. **ARE CLEAR** about how to improve.

3. Make **VISIBLE** signs of progress (within and across lessons).

Without visible signs of progress emerging from marking or feedback there are no signs of effectiveness.

All members of the teaching team must ensure that time is given to act upon guidance – and planned for - so that pupils may act on it and make improvements.

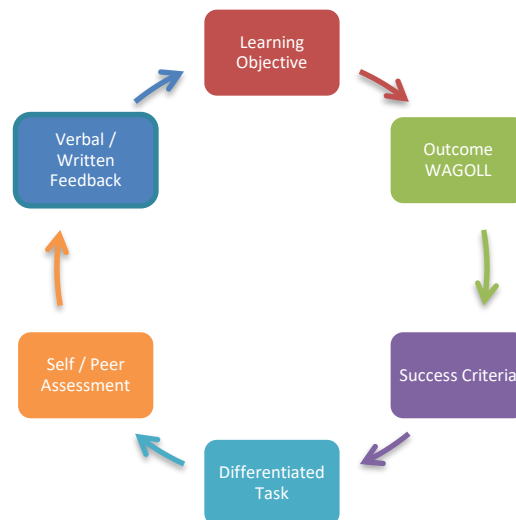**Feedback and Marking in the AfL Cycle:**

Assessment can sometimes be considered onerous. However, understanding the part assessment plays within all interactions in the classroom, can support teachers to recognise the importance of each small piece of information which contributes to a bigger picture of the child. For example, increasing the use of open-ended questioning, when sharing a text with children, can provide numerous opportunities to assess vocabulary, background knowledge and reading comprehension. This can also be achieved through repeating low-stakes quizzes and multiple choice.

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Pupils, and all adults in the classroom, must be clear about the learning taking place and the expected outcomes (eg. clear, focused learning objectives; success criteria which support these; learning activities which challenge pupils appropriately etc).

- Questions are used to extend children's learning and children are given time to reflect and answer these questions. Skilful questioning is used to explore pupils' understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.

- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow pupils to reflect on their learning and make improvements during the lesson and over time.
- Effective self and peer assessment allows pupils to reflect on progress in their learning – identifying areas of success and opportunities for improvement (see Appendix B).
- Feedback and marking given will inform planning for learning.

Implementation of the Rivington Foundation Primary Marking and Feedback Policy:

➢ Children are made aware of what they are learning to do – ILAT - and success criteria SC/Top Tips for each lesson as set out in short and medium term planning or as drawn together by the class during the lesson. This could involve children being encouraged to formulate the SC/TOP TIPs.

➢ Within lessons teachers are impacting on the improving standards of all children and are not static with any one group of learners, individuals or working at their desks. Within lessons teachers may circulate the room, viewing any work by looking over the child's shoulder rather than looking at them face on.

➢ Feedback may be given verbally and this will be evident in corrections, improvements and progress throughout a unit and year.

➢ Questions are used to extend children's learning and children are given time to reflect and answer these questions (written and verbally in all subjects).

➢ Feedback given orally will identify successes as well as offering areas for improvement with examples where appropriate.

➢ If work is unacceptable due to lack of effort, responsibility for representing it is returned to the child. We say that we know they are capable of more than was shown in the piece of work and

instructions for improvement are given by the teacher. We ask the children how their work can be improved and encourage them to act on this.

➢ Paired marking/response partner work is developed and encouraged throughout key stages and children become more able to 'mark'/improve exemplar pieces of work, their partner's work and their own work and must always refer back to the IALT and Success Criteria or TOP TIPs.

➢ Self-evaluation skills are taught and encouraged frequently (e.g. in plenary sessions/ frequent reference to the SC/Top Tips part way through extended tasks) to help children learn more effectively through reflection and evaluation.

➢ Teachers use lessons as the essential time to address misconceptions which are evident through children's work. Where misconceptions are shown by individuals or a limited group of pupils teachers may address this – they may use support staff to do this. In Maths they may have a 'Push It', 'Fix It' and 'Revisit It' group.

➢ Children are given time to 'correct' mistakes regularly within lessons. It should be clear which areas are corrections/extra practice of errors for monitoring and development purposes. They also understand that this process involves re-writing the correct answer or re-do the question.

➢ Detailed marking or Deep Marking is only used for significant pieces of work e.g. longer pieces of writing, assessed pieces of work, topic projects – particularly the scaffolded piece of writing in an English unit. The expectation of this is no more than once a half term and that children must have time given to discuss the deep marking and next steps given for this to be effective.

➢ Most marking will be completed within the lesson with the child present – it will include the target achieved colour and any pink for strengths or green for areas to improve.

➢ At the end of the lesson the teacher will mark at a distance and before the next lesson if work has not been marked within the lesson. If any immediate concerns are identified they will impact on the structure of the next lesson.

➢ Within key stage 2 all children use a purple pen to mark their own work.

Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the pupil or group of pupils. This may happen whilst the pupils are working or after the learning has taken place. A record of this could take any of the following forms;
  o Annotated notes on plans

- o   Observations in Learning Journals
- o   Summary notes on pupils' work
- o   Summary notes written by pupils

- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the pupil and can be recorded in different ways (see above)

- **Distance marking** – this takes place away from the pupils and gives opportunity for further analysis and reflection on pupils' progress in learning. It may lead to the need for further dialogue with pupils to celebrate successes in learning and inform discussion about application/next steps and/or fully diagnose misconceptions/errors.

  When distance marking, the following should be taken into consideration:
  - pupils should be able to read and understand the comments or have the comments explained to them
  - comments should be spelt correctly
  - the school handwriting policy should be followed when writing comments

- **Self–assessment and evaluation** – pupils are given the opportunity to reflect on their own learning; identify progress towards success criteria/targets etc and identify areas for improvement (for this to be successful, effective feedback and marking must first be modelled by the teacher; children must then be taught how to assess and evaluate their own learning/work). Pupils should be encouraged to continually look to improve their work and learning.

- **Peer assessment and evaluation** – when appropriate, pupils are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement (see guidelines for training in Appendix B).

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Prompts – to be used when appropriate for distance marking and then giving pupils a designated time during lessons for them to respond:

Closing The Gap Prompts:

- **Reminder prompt** – the simplest form of prompt and refers back to the learning objective/success criteria
- **Scaffold prompt** – provides further support. This may take the form of a question or a short cloze procedure

- **Example prompt** – this is the most detailed support and gives children examples from which to choose

Eg. IALT: to use adjectives to describe

Reminder prompt: You have described what your monster looks like. Can you use adjectives to tell me more about what type of monster it is?

Scaffold prompt: What kind of monster was he? Change 'bad' for a word which makes him sound scarier.

He was a .... monster with teeth like...............

Example prompt: Instead of the word 'bad' you could use:

- Terrifying
- Ferocious
- Spine-chilling

Eg. IALT: To identify the calculation needed to solve a problem

Reminder prompt: You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt: 3 bags of sweets at 25p each. Instead of 25+25+25=   you could calculate 25 x ? =

Example prompt: 6 bricks at 10cm high. Instead of the repeated addition you could try multiplication:

6x10= or 10x6=

Work is marked with regard to:

- The learning objective for the lesson.
- The expectations for that lesson.
- The pupil's own targets.
- The expected standards of presentation for the subject.

Marking Practice KS1 & 2:

1. Teachers mark in red pen for spellings & tables, tests, homework and for Foundation subject & Maths.

Maths:

Teachers are expected to adhere to the school's marking policy when marking books and refer to the presentation of written learning outcomes policy when guiding children on presenting their work. "Marking" is taken to mean the process whereby a teacher looks at a piece of pupil's written work, examines it for errors, misconceptions and/or conceptual and procedural fluency and responds in some way either in writing, speech or action. The key time in which teachers mark the children's maths work is following the direct teaching input and in the recess before the independent practice time. Teachers use this time to identify any misconceptions that require immediate addressing with the whole class, groups or individual children. These are addressed immediately the same day whilst the remainder of the class complete their independent practise. Formative assessment which supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically. As the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, marking and recording evidence should not be too onerous or time consuming.

Marking guidelines

It is important to distinguish between slips and errors that show a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs with a thinking dot, particularly when pupils are encouraged to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take different courses of action
  - where one or two pupils are making the mistake, tackling it individually as soon as possible;
  - where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class.
- Pupils must be taught how mark their own work as well as that of their partners.

- Immediate verbal feedback is key to improvements being made and high quality conversations between teacher and pupil/pupils.

Evidence

If interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention, efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress, further evidence of progress is not necessary.

- Next steps or targets should only be used where appropriate and not automatically for each piece of marked work. There is no need to give pupils individual targets.
- Teaching for mastery materials (questions, tasks and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of their understanding and fluency which will ensure that learning is likely to be both sustained over time and built upon in the future.

2. **Maths**-in pink/green

In numeracy, correct answers will be ticked, but incorrect attempts will be marked with a dot and misconceptions dealt with by the teacher with pupil as soon as possible (if possible, during the lesson).

a. Marking will include:
b. Ticks
c. Thinking dots-think and correct
d. Challenge and/or next steps
e. Circle for number reversals
f. The teacher will explain correction to the child.
g. Pink (can achieve independently)/Yellow (can achieve with support)/Green (needs revisiting) highlights on the objective.
h. Support staff who have worked closely with a group of children are required, each session, to complete non-detailed marking.
i. Push it- ready for next mastery step (the next lesson).
j. Fix it- some misconceptions to be addressed either immediately or at the very start of the next lesson (during starter- Power up/ Discover).

English:

Marking and Feedback in English books

English and class books are not portfolios of the children's writing; they should show examples of reading/comprehension activities, grammar focus and practise, spelling, shared writing, scaffolded writing and independent pieces - some of which have been reviewed and improved. There must be evidence the four styles of writing: writing to entertain, writing to inform, writing to persuade and writing to discuss. The emphasis should be writing to entertain.

Deep Marking in English – to be completed within each unit of work (half-termly at least)

When using deep marking on one piece of extended, scaffolded writing comments need to move the children on. The 'end of year' expectations will be used to establish the next steps for the child in conjunction with the statutory requirements of the National Curriculum. When targets are set it must be possible for them to be applied to the next piece(s) of writing. In order for this to be effective teachers must build in sufficient time for to read their feedback, discuss this with an adult and/or peer in order to ensure that they fully understood what is expected of them and are ready to move on in their writing skills:

- o Reading activities, grammar and spelling will be marked through either verbal feedback, peer marking, self-assessment and teacher codes or prompts. Feedback will be given regularly and promptly in order to move on the children's learning.
- o Short writing opportunities
- o Longer and independent writing opportunities will have a success criteria which marking will respond to in order to complete a long independent final piece.

- ▪ **Grammar, Punctuation and Spelling:**
  Grammar and punctuation should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils.
  High frequency words, common exception words and spelling patterns that have been taught should be corrected according to the standard of attainment that the pupil is working at, which will be age related expectations for most pupils. As previously stated, pupils will be asked to correct no more than three misspelt words, writing the correct spelling three times.

3. **English- pink/green**
   a. **Extended Writing process**

b. Marking: Highlighting/ ticking Pink meets the Learning Objective/ Success Criteria, Yellow for with support and Green for Growth/improvement.

c. SPaG errors in line with age-related expectations/ ability should be addressed in extended pieces of writing

d. When appropriate, work *may* also have Pink /Green marking prompts with the sole purpose of closing a gap or enabling progress.

e. Pupils are given the opportunity, at the start of a lesson, when necessary, to reflect/act upon the comments made in their book or from class teacher.

f. Year 1 begin training to use purple pen. In Year 2 and KS2 Purple pen is used to respond.

g. Marking codes for green is used to indicate spelling, punctuation grammar improvements needed.

h. Green comments may be used to indicate how further improvements are to be made.

i. Support staff, each session, to complete non-detailed marking.

j. Marking ladders e.g. mild, spicy, hot to be adopted to challenge/extend children in the writing phase of units.

k. "Loose" success criteria on marking ladder to be used in independent writing.

l. "Deep" marking to be used in scaffolded writing during the writing phase (otherwise, marking codes, pink ticks to be used).

4. **Spellings**

a. Amount of corrections chosen by teacher appropriate to child and ability.

b. Indicated by SP- children to self-correct using spelling strategies/dictionaries/GPC charts.

c. The number of words to correct will change according to age related expectations (what spellings the individual child has already been taught), ability and focus of the lesson.

d. Children to use a wiggly line to indicate new, ambitious spellings they have attempted but aren't sure they're completely accurate. Teachers should not penalise children for misspelling of these words.

5. **Other marking codes**

a. P for punctuation errors

b. Circle for letter/number reversals

c. G for grammar errors- children to "check for sense".

d. VF for when misconceptions have been addressed through verbal feedback

6. **Writing across the Curriculum**

a. In all subject areas; pink/green to apply as in extended writing.

b. A marking ladder may be used if it is appropriate to the process or sequence of writing.

c. Further independent writing (outcome 3) to be done where opportunities arise in other subjects.

7. **Foundation Subjects Marking**

When marking English-based work in foundation subject books, marking will be against the objectives for the foundation subject such as history or geography. The English skills for this piece of work will have already been taught and children are expected to maintain the same standard of English in all subject areas. Where this is not the case the teacher will always challenge the child to improve their work ensuring high expectations at all times.

In topic work, technical language should be corrected when it is not spelt correctly and the GPS should be marked in the same way as work in English books.

- In other areas of learning
    o Feedback and marking needs to acknowledge progress towards the learning objective which must be clear and skill based.

When writing has taken place, this needs to be marked with the same rigour as any longer/independent piece of writing.

8. Marking and Feedback in Science

Teachers are expected to adhere to the school's marking policy when marking books and refer to the Presentation of Written Learning Outcomes Policy when guiding children on presenting their work. Science books should include a variety of work from each area of science. All science lessons should demonstrate an integral link between science knowledge and science skill and this should be evident throughout the science books. Each topic should demonstrate the progression of knowledge whereas the science skills should show progression both throughout a topic and across topics and year groups. Each unit should provide an opportunity for children to scaffold and then independently plan a scientific investigation.

9. EYFS:

Marking and Feedback in the Foundation Stage Children's ongoing formative assessments are at the heart of effective early years practice. Foundation Stage staff at Rivington Foundation Primary School observe children as they act and interact in their play, everyday activities and planned activities. Staff analyse the observations to identify precise next steps using the guidelines set out in 'Development Matters.' Significant observations are recorded in 2Simple and shared regularly with the children, parents/carers. Next steps are made explicit in planning and made evident to the child through individual or group activities and interactions.

Verbal feedback is central to development, learning and progress during EYFS. Next steps will reflect the quality and impact of this verbal feedback. Pink and Green may be used in the same context on pieces of writing as and when it is appropriate to the child's understanding. Pink and Green will become more visible as children move through the EYFS.

National Tests:

Children revising and practising for National Tests will be made aware of the marking scheme, to enable them to have better understanding of the testing and the marking process.

Responding to Marking:

In Key Stage 1 and Key Stage 2, there will be opportunities for pupils to respond to marking throughout the week- immediate response must be encouraged with as much "in the lesson" marking as possible being carried out by the teacher/ TA. Pupils should respond in Purple Polishing Pen. Books should evidence that children are responding to 'next learning steps' comments from their class teacher.

- Teachers MUST acknowledge response -a tick is sufficient if response is appropriate - However further feedback may be needed if there are misconceptions/errors.

Books should demonstrate **VISIBLE PROGRESS** as a result of the marking. This is the clearest sign of progress – not extensive teacher comments.

Promoting high expectations:

Marking is primarily focused on helping pupils to achieve visible progress related to the objective set However it is important to promote high standards of spelling, punctuation, grammar and presentation.

What do the pupil's books say about their learning?

- Are the books neat? Is handwriting well formed? Are children challenged if they typically don't produce neat work?
- How many worksheets are there? What does this say about teaching over time?
- Do children finish tasks they have been set?
- How are expectations for spelling/ambitious vocabulary promoted?

Some tasks (developing thinking skills) may mean that work is not at the typical standard of neatness.

In the marking evaluation criteria sheet – attached to the policy – key statements are made for teachers to ensure high standards are being promoted. The expectation is that all members of the teaching team will promote high expectations and standards through effective marking and challenge.

Marking Rewards:

All age groups:

1. Rivington Remarkables;
2. Seven Wonders;
3. Headteacher's Rewards;
4. Writing Reward;
5. Visit to HT or DHT for Praise/Sticker;
6. Stamps/star on Star Charts;
7. Motivational stickers.
8. Dojos/Raffle Tickets

Reception :
1. Being placed to the Rainbow.
2. Bronze, Silver, Gold etc Star Charts.

KS1:
3. Dojos (behaviour for learning);
4. Raffle Tickets.

KS2:
1. Dojos Y3/4 (Seven Wonders/behaviour and behaviour for learning).
- For work meeting success criteria/ presentation/effort made

In addition to the above, there will be, at times, short span motivational rewards to inspire and enthuse children.

Moderation of standards

Teachers will moderate Core and Foundation subjects in-house and with the Cluster, regularly, to ensure consistency of standards and expectation to the new age group assessment criteria.

Foundation subjects: The Lancashire End of Year expectations are being embedded in the curriculum with in-house and Cluster moderation planned against End of Year Expectations.

Observation, Book Scrutiny

As part of the Monitoring and assessment of Teaching & Learning in school, Marking will be considered against the Marking Policy for consistent application

Expectations:

- Work will be marked by an adult, peers, self-marked or through verbal feedback. Any work assessed by pupils will be commented on by an adult either through verbal feedback or a code (see Appendix A. re codes and colours)

- All work will be marked by *the next lesson in that particular subject*

- Detailed feedback and marking will be given when appropriate to the AFL (assessment for learning) process and stage of learning.

- Where appropriate, pupils will be given time (**eg at the beginning of lessons / during registration)** to respond to any improvement comments in their work.

- When pupils are given an improvement comment, they should respond in **purple pen from Year 2 onwards** so that their response is clear.

- `Quality marking' will enable pupils to understand their own achievements and know what they need to do next to make progress. It will set the pupil's particular performance in the context of the work's purpose and in the context of the pupil's previous efforts. It will provide positive feedback and promote high expectations or progress linked to the main learning objectives.

- Comments will be positive, including the areas for improvement / development.

Review:

Monitoring and evaluating this policy

This policy will be monitored through further consultation with staff and through the planned reviews. Children's books will be monitored by the Senior Leadership Team and subject leaders, where appropriate, subject leaders will highlight good practice and areas for development, in a summary document, for all staff to consider and discuss. Subject leaders will monitor subject specific marking as part of their monitoring role.

- Monitoring, through work scrutiny, will take place to ensure a consistent wholeschool approach.

- There are regular opportunities for moderation so all staff have an accurate & consistent understanding of progression through the curriculum.

This policy was written on 25/11/2020 and will be reviewed in September 2021.

SEE ALSO:

- Assessment Policy
- EYFS Policy
- Teaching & Learning Policy
- Inclusion Policy

Appendix A – marking codes

Marking Codes – KS 1/SEN

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

Teacher marks successes with ✓

. – thinking dot

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

Teachers'/TAs' written feedback is given in **Pink or Green according to if it for targets achieved or areas for improvement.**

Stamps, stickers and **smiley faces** can be used to encourage, acknowledge good work and learning objectives achieved.

KS2 marking codes may be used, when appropriate, for some KS1 children particularly during Year 2.

Anyone marking work other than the class teacher must initial the work they have marked.

Marking Codes – KS2:

VF – verbal feedback. There has been verbal dialogue about the work between the child and the teacher, adult to initial. It is advisable to add a word or short comment to explain the focus of the dialogue so that improvement can be checked.

. – thinking dot

Teacher marks successes with ✓

Success criteria and targets achieved will be highlighted in pink

Areas identified for improvement will be highlighted in green

Teachers'/TAs' written feedback is given in **Pink or Green according to if it for targets achieved or areas for improvement.**

Sp	Spelling mistake – sp over the word, correction in the margin
P	punctuation
‿‿‿‿**G**	grammar
/	new line
//	new paragraph

Stamps, stickers and **smiley faces** can be used to encourage, acknowledge good work and learning objectives achieved.

Anyone marking work other than the class teacher or teaching assistant must initial the work they have marked.

Appendix B :

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked ……

I learned…

I think I will…

I never knew…

I discovered…

I was surprised…

I still wonder…

I have learnt….

Next time I could…..

I now know…..

I found……. difficult because……

I solved……. by……

The best example of …… is ……．

I like the way you……

……. is effective because……..

You could make your work better by …………

Have you thought about……

If we look at the success criteria we can see…….

Next time you could……

Peer Marking

- Agree rules: respect, listen…
- Explain & model the process with the whole class
- Use last year's work, standards site as good examples
- Compare & contrast two pieces of work
- Author reads to editor
- Begin with a positive comment
- Comment against 1 or 2 specific Success Criteria
- Author adds notes and changes work
- Process could take place during the extended writing process (but not during a timed write)

Peer Marking Agreement

Our agreement on marking partnerships – We decided that there were some rules we all needed to keep. When we become marking partners we all agree to:

- **Respect** our partner's work because they have done their best and so their work should be valued

- **Try to see** how they have tackled the learning objective and only try to improve things that are to do with the learning objective

- **Tell** our partner the good things we see in their work.

- **Listen** to our partner's advice because we are trying to help each other do better in our work

- **Look for** a way to help our partner achieve the learning objective better by giving them an improvement suggestion

- Try to make our suggestions **positive** and as **clear** as possible.

- Get our partner to **talk** about what they tried to achieve in their work.

- **Be fair** to our partner. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.
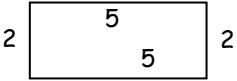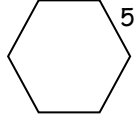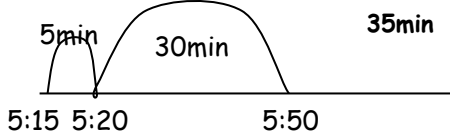
(Excellence and Enjoyment: Learning and teaching in the primary years. Planning and Assessment for learning p64)

Appendix C: Closing the Gap Marking Prompts - Examples

Reminder Prompts	Scaffolded Prompts	Example Prompts
LO: To describe a character You have begun to build a picture of your monster, but tell me more about what type of monster he is.	What kind of monster was he? Change 'bad' for a word which makes him sound scarier.	Instead of the word 'bad' you could use: • Terrifying • Ferocious • Spine-chilling
LO: To choose the operations needed to solve a problem You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.	3 bags of sweets at 25p each. Instead of 25+25+25= You could do 25x ? =	6 bricks at 10cm high. Instead of the repeated addition you could try multiplication 6x10=
LO: to describe a setting You have begun to use some description for your setting but where are all the wonderful 'wow' words you were using orally?	You wrote "The sun was shining". Can you tell me more about the effect of the sun shining or how it shone?	How did the sun shine? Could you use any of the following: • The sun shone brightly • The bright sun cast its glistening rays over the earth • The sun's rays sparkled through the trees
LO: to use appropriate symbols in simple formulae The = sign has been used correctly in these number sentences. Remember that < means 'less than' and > means 'greater than'	Is (10+5)-6 greater or less than (10- 5)+ 3?	(10+5) – 2 > (is greater than) (10 – 5) + 6 but (10 +5) – 2 < (is less than) (10-5) + 9 Have another go at the ones I have highlighted.

Scaffolded Prompts	Example Prompts	Open Ended
Can you explain this pattern? 25, 22, 19, 16 What would be the next two numbers in the pattern?	4, 8, 12, 16, Circle the next number in this pattern: 18, 24, 14, 20 Explain how you know that 20 would be the next number in this sequence.	Can you create your own sequence and explain the pattern? Create your own sequence with 5 in the middle. How many different ways can you do it? ☐ ☐ 5 ☐ ☐
Find the length of each side 5 2 [ ] 2 5 Add all the sides together. 2 + 5 + 2 + 5 = 14	5 What would the perimeter of this regular shape be... Why? 20, 30, 40,	If the perimeter of my rectangle is 24 cm, how many ways can you draw it?
This time line calculates how long it is between 5:15 and 5:50. 5min 30min 35min 5:15 5:20 5:50 Can you work out how long between 6:10 and 6:55?	Use a time line to work out how long is it between 10:40 and 11:15? Is it: 1 hour 35 mins, 75 mins, 35 mins	If a film cartoon lasts 25 minutes, can you write down 3 different times it could start and end?

English tasks and the way to mark:

Activity 1: Spelling test

Purpose: To spell words correctly

- Marking: Children mark with guidance from their teacher or teaching assistant.
- The teacher writes the word on the board.
- Children tick each sound spelt correctly and correct errors with a Purple Polishing Pen or pencil.

Activity2: Hold a sentence

Purpose: To use correct spelling, punctuation and word order.

Marking:

- Children mark with guidance from their teacher or teaching assistant.
- The teacher writes the sentence on the board.
- With a purple pen or pencil children:
    - tick correct and insert missing punctuation;
    - tick words spelt correctly and correct words with sounds spelt incorrectly (for spelling);
    - insert a missing word with an upturned V.

Activity 3: Build a sentence

Purpose: To use new vocabulary in a sentence

Marking:

- Respond verbally to children's word choices during the lesson
- tick adventurous vocabulary;
- draw a wavy line under misspelt words that you expect children to spell correctly;
- use ∧ to indicate that a word/phrase or letter needs inserting;
- avoid correcting spellings of adventurous words containing graphemes not yet taught;
- write a positive comment about the use of vocabulary and/or sentence structure.

Activity 4: Editing for spelling and punctuation

Purpose: To develop editing skills relating to spelling, punctuation and word order

Marking:

- Children mark with guidance from their teacher or teaching assistant.
- The teacher writes the sentence on the board.
- With a purple pen or pencil, children tick each corrected error and insert any missed words or letters.

Activity 5: Writing composition

Purpose: To write a composition. Mark according to the features of each fiction and non-fiction task.

Marking:

- Respond verbally to children's writing during the lesson.
- tick adventurous vocabulary.
- draw a wavy line under misspelt that you expect children to spell correctly in order that they correct following the policy.

- use ∧ to indicate that a word or letter needs inserting.

- write a positive comment about the use of vocabulary, sentence structures and/or ideas.

- avoid correcting spellings of adventurous words containing graphemes not yet taught.

- provide children with steps for improvement.

- note common errors/ steps to inform future teaching.

Literacy & Language

Pupils UNDERSTAND what they have done well

Pupils know when they have done well and why they have done well in many ways:

They share and love their writing as part of the edit and evaluation process (recap how this process goes);

They select their own achievements through reflections (give examples) and teachers reflect on what pupils have done well and why.

This isn't always necessarily recorded in written form but can be verbal. This is a fantastic way of modelling the 'how and why'.

A yellow highlighter to highlight a word choice/phrase a pupil might have used during the build up to the writing.

The expectation here isn't that teachers start using highlighters (we don't want to go back to the days of green and pink highlighter - which had their day but aren't relevant now) but teachers should be modelling how to select effective word choices and phrases to the pupils. How can we expect pupils to do it if we don't model?

In the final stage of the process, pupils then select their own choices and reflect on effectiveness.

Pupils ARE CLEAR about how to improve

If pupils have reflected and justified sufficiently then a tick suffices.

If not then teacher to hone in using what, how, why.

Marking makes progress happen so:

If a pupil has responded to a reflection then an acknowledgement tick is sufficient.

Sometimes a pupil might not have reflected effectively and this is where the teacher might model and delve a little further.

Pupils make VISIBLE signs of progress:

Pupils can demonstrate progress and teachers can provide opportunities to evidence this:

By marking the reflections, teachers are able to measure pupil understanding;

Linking reflections to goals otherwise they have no purpose;

Reflections look different for different levels of learning. Sometimes it might be appropriate to create a basic, advancing and deep level of reflection task. Sometimes this might be scaffolded with increased adult support.

Effective marking is...

Marking and responding to reflections with the goal of the lesson as the focus;

If necessary, modelling reflecting on effectiveness of writing choices.

Giving pupils opportunity to self-correct.

Facilitating progress by telling pupils if their writing is missing *something* but not telling them where to make additions.

Ineffective marking…

Marking every grammatical error;

Getting pupils to copy spellings out ;

Marking too many foci.

Go through steps:

Recap goal;

Read through reflection and work;

Spelling acknowledged if it's a focus of the week;

TOL 'This is the 10th child who hasn't included punctuation within inverted commas. Tomorrow morning I will give a 60sec input and get pupils to self correct.'

The pupil's reflection is at a basic level but I know they have the wherewithal to justify their vocabulary choices a little more. I will ask her to….

History Marking Crib Sheet   Date_____ Class_____

Praise:

Missing/Incomplete Work:

SPaG Errors:

Cause for Concern:

Misconceptions:

Presentation:

D.I.R.T Questions

Actions:

Polaroid Moments:

DIRT

How it works:

DIRT is a great way for Pupils to act upon the feedback that you have given as their teacher.

DIRT allows pupils to reflect/act upon the comments that have been written, as feedback. Therefore ensuring the feedback is being put to use and is supporting the progress of our pupils, not for their next piece of work but NOW – today, in their lesson.

'DIRT lessons' can take as long as you feel necessary, they can form the starter or for longer pieces of work (controlled assessment?) take the whole lesson.

A great way to show progress of your students and a way of them seeing the improvements that they have made, is to get students to complete the 'DIRT' work in their 'purple polishing pen'.