



Moss Lane School MARKING & FEEDBACK POLICY

Adopted on: November 2019
Review Frequency: 3 years 2022

Marking & Feedback

Our Vision

At Moss Lane School we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. Our vision is for the children in our school to grow into responsible, caring and fulfilled adults who actively and positively contribute to the society in which they live. We are committed to raising standards, values and self esteem for all those involved with our school through cultivating a secure, yet exciting environment that is positive, supportive, stimulating and enriching.

In this way, we are happy, valued and achieving together.

There are two types of feedback that can be given/received:

1. Verbal Feedback - spoken directly to the child or to another adult.
2. Written Feedback/Marking – in the form of words, letters and/or symbols.

Our policy for marking supports this by...

- Recognising that marking & feedback is an essential part of planning and assessing teaching and learning.
- Ensuring the purpose of marking & feedback is to assist learning.
- Promoting high standards and positive attitudes to learning and behaviour.
- Ensuring a consistent approach to marking & feedback throughout the school.
- Valuing work and giving recognition and praise for achievement.
- Providing constructive feedback and clear strategies for improving learning.
- Correcting mistakes, addressing misunderstandings and offering encouragement.
- Providing assessment information and informing future planning.
- Enabling pupils to reflect on their past performances and set new targets together with the teacher.
- Provide ongoing opportunities for self assessment.
- Teaching children to recognise what they do well.
- Fostering a culture whereby it is okay to make mistakes but good to learn from them.
- Ensuring marking is regular and frequent.
- Encouraging pupils to accept and give help/guidance from others and to others.

Our procedures

At Moss Lane, we believe marking should:

- Be progressive and appropriate to each child's level of understanding.
- Acknowledge each piece of work.
- Be undertaken as quickly as practicable, where possible with the child.

- Involve other adults within the classroom as appropriate.
- Be selective and relate to specific learning objectives and targets known to the pupil in advance.
- Be constructive. A verbal comment should be supported by a constructive statement on how to improve so that the child is clear on what they need to do to improve further.
- Support the child's learning and not overwhelm or demoralise them with too many corrections. For this reason, not all spelling, punctuation and grammar errors are marked in every piece of writing but they will be noted as a future teaching point.
- Teachers should use their professional judgement when deciding how many corrections to mark.
- Include a brief constructive comment where appropriate. This comment should be specific to the learning objective and content of the work. General comments such as "good" are to be avoided unless qualified with further comment as to why.
- Take account of individual ability and effort.
- Be manageable for staff.
- Be in keeping with the ways in which the school recognises and celebrates children's achievements.
- Provide pupils with the opportunity to assess their own work and that of others.
- Be in a different colour or medium from the pupil's writing, but not dominate. For this reason, red ink is inappropriate.
- Good presentation is expected and may be commented on after the learning intentions have been considered. Adult/child to date work and use an "I can" statement reflecting the learning objective/success criteria that will be marked against.
- Be consistent across the school and use the codes identified in the appendix.
- Use the agreed codes/symbols for marking and display these prominently in the classroom to ensure children are familiar with them.

Types of marking

Summative marking/feedback

This usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong. This can also be marked by the children, as a class or in groups.

Oral Feedback

Moss School recognises the importance of children receiving regular oral feedback. This is particularly important in the early years and KS1 where children may be unable to read a written comment.

It should be:-

- be positive and supportive
- encourage an open mindset
- be in child friendly language and be relevant to the individual
- be diagnostic by indicating strengths and areas for development

Formative marking/feedback

This is used for a more substantial piece of work that is usually marked in the absence of the child, such as a piece of writing. Not all pieces of work can be marked in this detail and teachers will use their professional judgement to decide whether work will simply be acknowledged or given detailed attention. When marking in this way, teachers highlight examples of where the child has met the learning intention (Great Green) whilst identifying an aspect of the work which could be improved (Uh oh Orange).

Where appropriate, teachers will underline no more than 3 spellings in the child's writing. The teacher will write the correct spellings at the end of the piece of work and the child will copy these three times.

Spx3

cat cat cat cat

dog dog dog dog

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been marked in this way, time is given for children to read and respond based on the improvements suggested.

It should be:-

- be positive and supportive
- involve the child wherever possible
- be diagnostic by indicating strengths and areas for development
- be consistent and understood by other teachers, support staff, parents, and children

Self-marking

Where possible, pupils should self-evaluate by identifying their own successes and areas for improvement. In addition, pupils may be asked to mark their work in pairs, to engender discussion about the work. **Children mark in red.**

Colours/Pens

Great Green means the child achieved the relevant success criteria, learning objective or their personal target.

Uh Oh Orange means this is a development point for the child.

As school adults also use the "WWW" What went well and "EBI" Even better if at the end of children work.

Frequency

All work must be acknowledged.

In English and Maths lessons (daily):

- one independent group should be deep marked by the teacher with orange and green. (No comment or EBI / WWW is necessary)
- Teacher's focus group will receive verbal feedback, with Great Green and Uh Oh Orange underlining, recorded and signed (VF) by the teacher.
- LSA's focus group will receive verbal feedback, with Great Green and Uh Oh Orange underlining, recorded and signed (VF) by the LSA.

Foundation subjects: all pieces of work are marked with Great Green and Uh Oh Orange underlining plus a comment if the teacher chooses.

Personal Targets

Children will be set personal development targets as part of their SEND Individual Learning Plans. Target will also be set for English and Maths to help children move forward in their learning.

Personal targets will be:


- Set in consultation with the child
- Small steps and achievable within 6 weeks
- Set in response to formative teacher assessments
- Recorded on a Moss Lane target card and kept attached to the Literacy/ Maths books
- Teachers will tick and date each time the child achieves the target independently
- New targets will be set as soon as the previous target has been achieved three times
- Parents will be informed of the new target in the child's reading record
- Targets will be set for groups or individuals
- SEND children's targets will be taken from their individual learning plans




Marking Code

Each piece of work should be marked according to the grid below:-

Appendix 1

When making recorded work teachers will use the symbols below:-

sp	incorrect spelling (above the word and underline the incorrect spelling)	T	worked with class teacher
	Punctuation missing Children will fill in the punctuation in a red pen.	I	independent work

	Start at the margin	P	worked with a partner
	Word or phrase is missing	A	worked with another adult
	Check this makes sense	S	Any work delivered by a supply teacher will carry an S in front of the usual notation
P	Presentation	VF	Verbal Feedback
TS	Check the tense (yr 2 only)	PA	Peer Assessment
WWW:	What Went Well	EBI:	Even Better If
Great Green		Uh Oh Orange	

Stickers/stamps can be given for a special achievement at the teacher's discretion.

Special Achievements

Children who achieve something really special may, as an extra incentive, be sent along to another member of staff or the Head Teacher with their work, for further praise.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.