



Marking and Feedback Policy **Hampstead Parochial Primary School**

Why do we feedback on children's learning?

- To recognise and encourage children's effort and achievement, and celebrate success- highlighting and making links to the success criteria.
- To share with children what they need to do next to make progress in their learning by providing 'next steps'.
- To improve a child's confidence and ability in reviewing, editing and improving their own work.
- To check whether children are referring to feedback and applying this to make further progress.
- To make an assessment of children's achievement so far and identify pupils who need additional and/or differentiated support or more challenging work and to inform/modify the teacher's planning appropriately.
- To provide evidence of assessments made and help moderate the interpretation of standards achieved.
- To help in reporting to parents and carers and to involve them more directly in supporting and facilitating their child's progress.

There are a number of different audiences for your feedback / marking

- **The children**
- You, the teacher
- Colleagues (including inspectors)
- Parents

All feedback should indicate the level of support children have received using the following:

VF = Verbal Feedback: Verbal feedback alongside the child.

I = Independent: The child has worked without adult intervention.

T = Teacher Assisted: The child has been given some direct assistance by the teacher.

TA = Teaching Assistant Assisted: The child has been given some direct assistance by the teaching assistant.

P = Peer Assessed: Marking/Feedback has been provided by a peer.

S = Self Assessed: The child has assessed their own learning.

Verbal feedback alongside the child

Verbal feedback often takes place during guided sessions, when children are being taught in a small group by the teacher or a member of the support staff. Verbal feedback may include:

- Acknowledgement of success referring directly to the success criteria, learning objective or the child's personal targets
- Next steps referring back to the success criteria and learning objective
- VF is written alongside the LO
- Support given should be indicated

Marking away from the child

Where work is marked without the child present it is important that:

- The marking is easy to read for the children. All handwriting in children's books should be appropriate for the year group, either clear printing (Y1) or cursive handwriting with the correct letter formation and joins in Y2 upwards.
- The marking code is followed
- The children can understand the comments and know how to implement them. If needed comments are read/explained to them by an adult
- Teachers provide opportunity for the children to reflect on and respond to feedback (teachers need to allow time for children to action points for development/ consolidation e.g. with talk partners/ at the beginning of sessions)

Acknowledgement marking

- Success criteria met should be highlighted in pink
- Indicate if the child was supported to achieve the LO
- House points may be provided

Children marking their own work – self-assessment

- Children should, where possible, self assess their own learning against the learning objective and/or the success criteria using the traffic light system
- Children should annotate learning to reflect achievement of their individualised targets

Children marking other children's work - peer assessment

Peer assessment helps to train children to look at learning closely and become better at assessing their own learning.

- Train the children to peer assess considering one strength and one next step idea related to the Learning Objective (LO) or Success Criteria (SC) where possible **Y1 – Y6**.
- Alternatively, children can collaboratively improve their learning.

Writing across the curriculum

- At least one piece of extended writing a week is detailed marked using the marking code
- Written next steps are provided
- The children are given the opportunity to reflect on the annotation (teachers need to allow time for children to action points for development/ consolidation e.g. with talk partners/ at the beginning of sessions)
- some edits/improvements are acknowledged by the teacher and shared with the wider class using a visualiser so that children can see/hear the positive effect the edits/improvements have made to the writing.

Responses to children's work should indicate that the writing has an interested, active reader who is keen to engage with the child's writing and ideas.

Marking Code



- **pink highlighter** – this part of your learning has met the Learning Objective or LO
- **underlining in green pen** – this tells you what your next steps are (what you can do next time to improve your work)
- **sp** in the margin and individual words **underlined in green** – this means you need to check your spellings (try your best to spell these correctly next time)
- **^** - this is an insertion (can you put another word in here to improve the sentence?)
- **O** around a letter or a word – this means you need to check your punctuation (please use this correctly next time)
-  underneath part of a sentence means re-read it. Something doesn't make sense!

Improvement Prompts

Range of Prompt	Learning Intention	Extract from child's writing	Reminder Prompt	Scaffold Prompt	Example Prompt
Why . . . ? Justifying a statement	To write a letter giving reasons for things you say	<i>"It was dismal"</i>	Say why you thought this	Why was it a dismal time? Why did you hate being there?	<p>Choose one of these or your own:</p> <ul style="list-style-type: none"> It was dismal because I was bored all the time. I found it dismal having only my granddad to talk to.
How did he/she/you feel?	To retell a story showing people's feelings	<i>"Nobody believed him"</i>	Say how you think this made him feel	How do you think Darryl felt about not being believed? Do you think he might have regretted anything he'd done before?	<p>How do you think he felt?</p> <ul style="list-style-type: none"> Angry that people did not trust him Annoyed with himself for lying in the past <p>Your own ideas?</p>
Add something	To use effective adjectives and adverbs in a account	<i>"Jason was trying to distract him, but the dragon was too strong"</i>	Use more adverbs and adjectives here	<p>Lets use some adverbs to describe how they fought. Fill in the missing words:</p> <p>Jason tried _____ to distract him, but the dragon _____ly used his strength to get past. Jason stabbed his sword _____ly into the dragon's nearest side.</p>	<p>Improve the fight by using one of these or your own:</p> <ul style="list-style-type: none"> The dragon's tail lashed viciously, cutting Jason's own flesh. Jason bravely lunged at the dragon, thrusting his sword fiercely into his side.
Change something	To use effective adjectives in a description	<i>"He as a bad monster"</i>	Think of a better word than bad	What kind of moster was he? Change bad for a word which makes him sound more scary. Write it in the box.	<p>Try one of these or your own in stead of bad:</p> <ul style="list-style-type: none"> ferocious terrifying evil
Tell us more	To introduce a character in a story opening	<i>"James went to school"</i>	Could you describe Jason?	What type of boy is James? Good, bad, kind, shy, excitable, loud, naughty? Try to help us know him. James was a	<p>Describe James's character – perhaps:</p> <ul style="list-style-type: none"> James was a kind, likeable boy with a great sense of humour. For instance . . .

				_____.	<ul style="list-style-type: none"> James was often excitable and noisy but would be quiet and serious when he was working.
What happens next?	To write a middle and end from a given start	<i>"A last the merman as the mermaid"</i>	How is your story going to end?	What do you think the merman said to the mermaid before they went home tighter?	Write one of these or your own ending: <ul style="list-style-type: none"> "I love you" said the merman. The mermaid took his hand and they swam away. The merman looked embarrassed as he explained to the mermaid why he had taken so long to find her. She forgave him with a smile.

The expectation is that there will be:

Marking Statement:

English

At least one piece of written work marked for improvement per work (and children given chance to respond and improve)

Handwriting – sticker/stamp – TA to mark

Maths

Two pieces of maths work marked for improvement/feedback each week (with children given chance to improve their work)

NOT every calculation needs to be marked

N.B. other pieces can be acknowledgement marked – by a TA, a student, peer marking with older children

Science

Acknowledgement marking – a tick/sticker/stamp and sometimes a comment to improve or question

R.E.

Acknowledgement marking – a tick/sticker/stamp – unless the R.E. work is your extended writing, in which case it should be marked for improvement

Topic Work

Speed marked by a TA/Teacher - acknowledgement marking – a tick/sticker/stamp

Homework

Speed marked by a TA/Teacher during the lesson - a tick/sticker/stamp

French

Speed marked by a TA/Teacher - acknowledgement marking – a tick/sticker/stamp

Reading Records

There is no expectation for the TA/teacher to mark reading records - a tick/sticker/stamp

N.B. please remember that TAs are confident to give feedback and mark work. Please use them in lessons! Make use of your staff to mark 'over the shoulder' during lessons.