



# Marking and Feedback Policy



Telephone: (0151) 474-3060

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## Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

## Feedback at Fazakerley Primary

At Fazakerley Primary school we believe that high quality, consistent and timely feedback enhance children's learning by engaging the children as active participants in their learning and by providing personalised help and guidance.

Reviewing pupils' learning provides teachers with the opportunity to gauge understanding and identify misconceptions in order to inform future planning. It provides a basis for summative and formative assessment to inform individual tracking of progress.

We are committed to the use of effective feedback to support all children to achieve their full potential regardless of gender, race, age, ethnicity, attainment, disability, sexual orientation or background. We believe that everyone in the school is of equal value and should have equal opportunities.

We review children's work and offer feedback in order to:

- Advance pupils' progress and outcomes
- Provide feedback to children about their learning so they know what they have done well and what they need to do to further improve.
- Show that we value their work and encourage them to do the same,
- Boost self-esteem and aspirations through use of praise and encouragement.
- Give a clear general picture of how far they have come in their learning and what the next steps are.
- Promote self and peer assessment, to enable them to take more responsibility for their own learning.
- Share positive examples of work which highlight expectations.

Principles of feedback:

- The best feedback is constructive dialogue that takes place between teacher/learning support assistant and pupil whilst the task is being completed.
- Children should be given time to make improvements to their work at an appropriate point in the lesson.
- The feedback should always be against the lesson's learning objective – WALT. This will be verbal and progress should be seen over time as a result of this feedback.
- Verbal comments should be positive. When errors/misconceptions or areas of development are shared verbally this is always done appropriately with the age, ability and individual needs of the child in mind.
- Children should be given opportunities to self and peer assess. This will need to be modelled to them and developed over time.



## Presentation

Pupils should be reminded to always take pride in their work. Books should be taken care of with no marks on them other than children's neatly presented work. Any crossing out should be done neatly with a ruler. Rubbing out should be done carefully so pages are not creased.

The following applies to how work should look in our children's books:

- All children are encouraged to present their work to the highest standards. Progression in presentation is expected throughout the year.
- All work should be completed using a school pencil and children should be encouraged to sharpen pencils regularly to ensure neatness. School pens will be awarded to children from Year 3 alongside their pen license from the headteacher, when their handwriting is deemed to be consistent with the school's handwriting policy in all of their books.
- The date in all books should be written in the top right hand corner (in number form e.g. 20.3.19)
- Next line: The title which should be in the form of - WALT: This should then be underlined right across the page from the margin. Teachers should aim for this to be as concise as possible for the purpose of time.
- Children should then leave a line and their work should begin on the next line.
- MATHS: ALL Maths work should be done in pencil and include the number date and unit and lesson number e.g. 1.2. (All underlined)
- Stickers can also be used for the date and WALT to be printed on and placed at the top of the child's work.
- Teachers must also take pride in the presentation of their marking and all marking made by the class teacher will be in red pen.
- Where work is marked by a person other than the class teacher, green pen is used.
- All staff must be conscious of the fact that they are modelling correct letter formation and /joins at all times.

## Highlighting Marking for identification of strengths and areas for development (Highlight Marking)

Highlight Marking should only be used in **English** and **Maths** Books.

Teachers use two contrasting highlighter pens to draw the pupil's attention to elements of their work. We adopt the code 'green for good, pink for think'.

- One colour (green) highlights elements of the work that are strong and should be maintained (an interesting word, well-constructed sentence, quality paragraph, excellent answer, evidence that the intended learning has taken place etc)
- A second colour (pink) highlights one or two elements of the work that they need to improve (teachers will attempt to maintain the ratio of 3:1 positive highlights to areas for development)





All work completed in books other than English and Maths books do **not** need highlight marking. They will simply have the marking codes. We would expect to see children using and applying their English and mathematical skills in a range of work. The content of this work is marked against the subject specific criteria, that is, the learning objective (WALT) taught in the History/Science/Geography lesson.

If an English or mathematical misconception or error arises in another subject, the teacher should inform their future planning in English and Maths. Again this will require clear communication between class and set teachers.

The most effective highlighting will take place during the lesson as live feedback. Where there has not been the opportunity to complete this for all children's work, then this will be completed as distance marking in order to support assessment and designing future lessons.

## Marking Codes

- **All marking** requires **marking codes** (see Appendix 1) informing the learner about how well they have achieved the learning objective, as well as the level of independence in completing the task, which can be done in a number of ways.
- Stampers stating 'Teacher assisted' or 'Adult assisted' are the starting point in the annotation of work as they can also contribute to the indication of differentiation of tasks. If stampers are not available, this can be indicated simply by writing T or A at the top of the child's work, and could also form part of our self-assessment methods with the children writing these codes themselves.
- If a whole piece of work has been completed independently then no code is needed. However, if the child begins work with either the teacher or adult supporting (marking codes T or A used) then is directed to continue work independently later in the lesson then the code, I, will be used to mark the change in support at the point in the work where this change takes place.
- **For Maths**, we must also state, by indicating with an R, if resources have been used in order to scaffold the learning, e.g. if number lines or hundred squares have been used. If our 'Working Walls' or 'Help Desk' resources have been selected for use by the children this does not need to be noted in books as this is an independent choice by the child.
- **For English**, we must also use the **English codes** (see Appendix 1).
- The only other code that may be written on a piece of work is LF (Live feedback) and this is written on the book at the point where this feedback was given. Teacher stampers are used on pieces of work to praise children and celebrate their work e.g. Great Effort, Maths Star, Much Better etc.



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## Live Feedback

- Success criteria can be used to help pupils assess and improve their own or others learning.
- The teacher/learning support assistant reviews children's learning during the lesson to address misconceptions or to challenge individuals or groups. Lesson design is chosen specifically by the professionals but should strike a balance between giving live feedback to quickly address misconceptions that enable children to correct and improve immediately and giving more detailed feedback through teacher direction for an individual, small group or whole class. Professional judgement may be that this more detailed feedback takes place in the following lesson.
- Small group conferencing involves a teacher or teaching assistant working with a group of children to deliver more detailed feedback as a result of their work in the previous lesson.
- Teachers should use **marking codes** (see Appendix 1) where appropriate within a lesson or if distance marking is employed, to draw children's attention to misconceptions or omissions to individual's work. The Live Feedback code (LF) may be used more than once in a piece of work if the teacher has given different feedback at more than one point in the lesson. This code may also appear at the end of child's piece of work if the feedback was given then and children will address this mistake in future pieces of work.
- In Maths, the child will reattempt any work highlighted as pink during live conferencing/feedback with their second attempt found next to/near their first attempt.

## Distance Marking/Feedback after the lesson

- All books should be checked and analysed after the lesson ~~and sorted into piles depending on how the children have achieved.~~ The most beneficial use of time after this is designing the next lesson with progression in mind. Any errors/misconceptions identified by the teacher during distance marking should be addressed in the design of the next lesson. In Maths, formative assessment should be used throughout the lesson to decide which pupils need to be targeted for same day intervention that afternoon.
- Feedback delivered closest to the point of action is more effective than feedback provided at a later date, however at times, distance marking will be required e.g. when marking an extended piece of writing.
- The teacher will mark against the WALT and any marking or feedback should support pupils to address the misconceptions or errors or move onto the next step.
- Teachers will use the marking codes when using distance marking if this has not already been done at the point of working with a child.
- If the teacher awards a child a class Dojo point for their work during distance marking, they can use the code, 1DP, in the child's book to notify the child.

The teacher will use both live marking that has taken place in the lesson and will review all work after the lesson in order to assess children's progress to inform the design of the following lesson i.e. using children's misconceptions from the previous day and feeding those into teaching points with the support of a visualiser or showing excellent examples of children's work with the visualiser to give children a model to aspire to. This can be whole class, small group or individual based. Teachers always ask permission and show sensitivity when sharing the work of pupils when it contains errors.





## Self and Peer Evaluation in Editing Writing in English Lessons

- Peer and self-marking allows pupils to reflect on what they need to do next.
- Children should be able to edit/correct their work at a point in the lesson that is appropriate to the lesson design. This should be done in purple pen. Work should not be rubbed or crossed out.
- Where pupils may struggle to write a meaningful self or peer evaluation comment, they will be encouraged to use the editing station and resources.
- In instances when children have not edited errors/misconceptions then adults will highlight mark. If children incorrectly edit their own or peers work, adults use the code LF and address this with the children involved.

## Marking in Maths

As outlined in our Maths Policy, typically our Maths lessons have activities that provide challenge. Live & Distance Highlight Marking is the means by which a teacher knows whether a child has grasped the concepts or is encountering difficulties.

In circumstances where a child has made errors the teacher will chose to use a pink highlighter to identify either:

- the actual error e.g. in situations where the concept being taught is fairly new or the child has struggled with the concept.
- the incorrect answer in pink, thereby requiring the child to identify the error themselves.

There is no need for children to complete corrections when their 'highlight marked' work is returned to them following distanced marking. Through the following pieces of work set for children and/or through progress over time through children's books, we will see evidence of these misconceptions being rectified.

However, if the child reattempts any work highlighted as pink during live conferencing/feedback their second attempt should be found next to/near their first attempt.

## Feedback in the Foundation Stage

*See EYFS policies for more information.*



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## Special Educational Needs

The SENCO will liaise with all concerned to ensure information on individual children with special educational needs supports their teaching and learning. These children will have 'outcomes' identified which are shared with parents and outside agencies as needed.

## Monitoring and Evaluation

The SLT will ensure the policy is implemented consistently across the school through:

- Discussion with teachers and pupils
- Lesson observations/learning walks
- Work scrutiny – focusing on progression over time as a result of the feedback

## Review of the Policy

This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and leaders/mentors and take account of their comments at all stages. If necessary, the policy will be modified during the school year.



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## Appendix 1

Marking codes for All Subjects (red pen used)	
I	I have completed my work independently.
T	My teacher supported me with completing my work.
A	Another adult in my class supported me with my work.
R (only used for Maths)	I used some resources in Maths to help me to complete my work.
LF	Live feedback was given to me by my teacher at this point during my work so that I could correct the mistake I was making.
1DP	I have been awarded 1 Dojo point by my teacher for this work.

Highlight Marking	
	Green for Good
	Pink for Think

English Codes (red pen used)	
P	I have made a punctuation error.
S	I have made a spelling mistake.
*	Language features
[ ]	This is the part of my work that my teacher wants me to look at again.

