Houghton Primary School

Working hard to achieve our best

Marking Feedback Policy December 2022

Date reviewed and adopted:	December 2022
Reviewed and adopted by:	Full Governing Body
Chair of governors	Sally Michaels
Headteacher	Andrew Spencer
Date of next review:	Autumn 2025

Introduction
Marking in this school is both diagnostic and developmental. Teachers use the process of checking and marking children's learning outcomes to inform their teaching AND to give children feedback which is informing them about their learning and the next steps they need to take.

Aims
At Houghton Primary School we believe that from the beginning of their education everyone should enjoy the journey of discovery. We are passionate about the journey we take together, aiming to support every learner in our school community on this voyage.

The feedback we give to children about their learning is a crucial aspect of this journey, underpinning the potential progress they can make in their learning.

We check and mark children's work and give feedback in order to:

- Show that we value their work and to encourage pupils to do the same;
- Boost pupils' self-esteem and aspirations through use of praise and encouragement;
- Give pupils a clear picture of how far they have come in their learning and to identify the next steps they can take;
- Offer specific information on the extent to which pupils have met the lesson objective and/or the individual targets set for them;
- Promote self-assessment whereby pupils recognise their difficulties and are encouraged to accept guidance from others;
- Share expectations;
- Gauge pupils' understanding and identify any misconceptions;
- Provide a basis for both summative and formative assessment;
- Provide ongoing assessment that informs teachers' future planning

A Common Code
We use a common colour coding system for all forms of checking, marking and feedback across the school.

Red	Yellow/Orange	Green
You are confused or don't understand...	You are getting there... we will keep an eye on you...	You understand fully and you are ready for the next challenge...

This colour coding system ties into the school assessment procedures and provides a common language for all staff, children and parents.

It is introduced to the children in the Foundation Stage and used throughout the school. Teachers teach the children the meaning of each colour as appropriate to their age/ability.

A copy of the code is displayed in every KS1 and KS2 classroom.

Checking, Marking and Feedback
At Houghton Primary School we use these terms as follows:

Checking
The process by which the teacher monitors and evaluates the learning of the pupils. This should be ongoing through all lessons and will include;

- Targeted questioning and listening to responses
- Observation of children learning
- Listening to children engaged in their work
- Reading through and talking about children's work with them during the lesson
- Bringing groups (or the class) together for mini-plenaries/further questioning during the lesson

Checking is a vital aspect of all teaching. It provides immediate and ongoing feedback to the teacher about the learning, enabling them to respond instantly and adapt teaching accordingly.

Teachers also 'check' work by acknowledging and 'coding' children's work after the lesson using our colour coding system. As part of this checking, teachers put a coloured dot on the child's work to show their evaluation of the child's understanding (as evidenced in their written work). Teachers use this coding to support their planning for the following session e.g. grouping together children who have a 'red dot' in order to plan targeted support or planning challenge or next steps for children who have achieved 'green' in their work.

Marking
The process by which the teacher monitors and evaluates written outcomes of the pupils.

This can be completed with the child or 'at distance' e.g. marking books after the lesson/school day.

The difference between marking and checking is that marking provides the teacher's acknowledgement of the child's 'work' **AND** written feedback to the child to support their learning and progress.

Like checking, marking provides the teacher with vital assessment information which they should use to inform planning. However, it also provides a means to communicate with the child about their achievement; both in terms of the learning intention and in terms of their application of basic skills.

Feedback
This is the communication from the teacher to the child about their learning and the standard of their work. It can be verbal or written. It is most effective when feedback comments are focused on the learning objective, standards and personal targets and 'next steps' are clearly identified so that the child knows how to improve their learning/understanding (or how they will be supported so their learning/understanding will be improved). Effective feedback is given as soon as possible after the work has been checked or marked. If feedback is written, it is vital that children are given the opportunity to read the comments and take action as appropriate.

Verbal Feedback
Often the most effective marking is completed with the children, providing immediate feedback and next steps for learning. If feedback is given verbally the teacher must still put a colour code on the child's work.

Next Steps This is the advice given to children which relates to their current work and will help them to move on. Examples of 'next steps' comments are:

- Comments to help children to 'close the gap' in their learning/understanding. These could be through the use of prompts. For example:
    - **REMINDER prompts**
      e.g. '*What else could you say here?'*
      'Remember to check your addition when using the grid method – it will help you to become more accurate'
    - **SCAFFOLD prompts**
      e.g. '*What was the dog's tail doing? The dog was angry so… Describe the expression on the dog's face.',*
      'Can you fill in gaps in the grid to help you to work out the sum?'
    - **EXAMPLE prompts**
      e.g. '*Choose one of these or your own: He ran round in circles looking for the rabbit/ The dog couldn't believe his eyes*.'
      '*Here is an example of the grid method. Try one yourself for this sum 34 x 45'*
- Comments which take them to the next level of understanding. For example:
  'You know how to use a range of basic connectives. Take a look at the Level 4 connectives and see if you can use some in your next piece of writing'.
  'Well done you have a good understanding of using the grid method. Here is an example of the vertical method. Take a look... I think you are ready to have a try at this!'

Marking and Feedback in Practice
Teachers must 'give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback' (Teacher Standards 2012).

At Houghton Primary School 'regularly' means that every child's Maths and English work should be **checked** and **acknowledged** daily and all other subjects weekly. This level of marking is to inform teachers of the next steps for their teaching. The colour coding system is used at this level of marking, providing immediate feedback about the work and enabling the teacher to record and plan for the children who need further support (red), to continue working at this level (yellow) or further challenge (green). Brief comments may be written by the teacher at this level as necessary, however the main purpose is for teachers to use the information gained through **checking** for planning according to the children's needs. Most feedback will be verbal and given during the follow up work the next day.

Marking which provides more detailed comments and/or next steps is expected **as a minimum** on all Big Write pieces, at least once a week in other Literacy work and Science and at least once a 'unit' in all other subjects.

Maths work is **checked** every day. Teachers will check and mark the accuracy of children's work (using ticks for correct answers and dots for errors). Teachers then use the colour coding system to evaluate children's understanding and the need for support in the following lesson. Red dots indicate immediate necessity for targeted support or further teaching. Yellow/orange dots indicate the need for further practice or for further checking by the teacher or teaching assistant. Green dots indicate a good understanding and the need to take this child on to the next steps in their work. It is sometimes difficult to write next steps for children in Maths. It is more likely that 'next steps' will be worked on the next day with groups or the class and therefore the teacher will not be expected to write detailed comments in Maths books if they can demonstrate how marking/checking is informing planning for the next lesson.

The colour coding used by the teacher refers to their assessment of the child's understanding of learning objective(s). Teacher's comments (verbal or written) will refer to the learning objectives to back up or explain the colour coding.

We expect teachers to promote, model and maintain high standards in presentation and accuracy and therefore teacher should make comments on these feature as necessary to support children's progress and to keep standards from slipping. (See Handwriting and Presentation Policies)

Self Assessment
Children should play an active role in the assessment and marking of their work. Once they have an understanding of what the colour coding system means they should be asked to use it to show the teacher their evaluation of their work by making a coloured dot as follows:

Red	Yellow/Orange	Green
I am confused or don't understand... **I need some help!**	I am getting there and understand most of this work... **Please keep an eye on me**	I understand this fully and I am ready for the next challenge... **Give me the next challenge!**

The teacher should acknowledge/respond to the children's self-assessment when they check their work. This could be by ticking it to show that they agree with the evaluation or using a question mark if they disagree. If a question mark is used it should be followed by a written comment.
e.g.

? You have made a number of errors today. I think you are a YELLOW. Don't worry – I will help you tomorrow.

Or

? You are being hard on yourself. You have achieved all the success criteria and this work is definitely GREEN! Well done!

Or by the teacher using the same colour coding system to show the child whether they agree or not. If they use a different colour the teacher should follow it by a written comment as above.

Marking Big Write Work:
At Houghton Primary School the children in KS1 and KS2 carry out independent writing which we call a 'Big Write'. Big Writes are regular, unaided extended writing tasks which are completed by the child following a unit of literacy work. Every piece of Big Write work is marked closely and detailed feedback is given to the child to support their progress in writing. The children evaluate their writing as part of the marking process. Teachers assess independent written work against AFL grids contained in each child's book. These grids outline the end-of-year expectations for writing and spelling for each year group. In Year 1 the teacher marks the children's Big Write using the colour coding system as above.

Marking Spelling
Spelling errors will be marked across the curriculum. This is done proportionally according to the individual child's age and ability in spelling. Spelling errors are underlined and the correct spelling is put in the margin across the curriculum. Teachers will do this specifically for age-appropriate high frequency words and key topic-related vocabulary. Children will copy this word out beneath three times as part of their follow-up work. Teachers use the children's errors in spelling to inform their teaching of spelling and to set spelling activities for homework.

The role of other adults
Marking and feedback is responsibility of the teacher. However, at Houghton Primary School Teaching Assistants are trained to mark and provide feedback on children's work under the direction of the class teacher. They work closely with the teacher and share the outcomes from any marking and feedback to ensure that planning is informed according to the children's needs.

Effective marking and feedback is a key part of the assessment processes which enable the teacher to ensure that support is targeted, focused and flexible according to the needs of the children.

Equality
The work of all children at Houghton Primary School is marked and they are given feedback. Adaptations are made to ensure that due regard is given to any disability or Special Educational Need which may impact on how marking and feedback is carried out to ensure that no child is disadvantaged. E.g. Visual impairment may mean that written feedback is adapted to ensure that the child can access it.

Marking and feedback is also adapted according to the age of the children to ensure that they can access it and understand feedback.

Parents
At Houghton Primary School we seek to foster a positive working partnership with our parents which is supported by communicating our policy and practice as clearly as possible. A copy of this policy, the Marking and Feedback codes together with a parents' guide to assessment including marking and feedback is available on the school website. Teachers provide an overview of practice within Curriculum Information Evenings.

Monitoring and Review
This policy is monitored by the SLT within the processes of school self evaluation. Outcomes are reported to the governors via full governing body meetings.

This policy will be reviewed every three years, or sooner should National policy change.

Next review: 2025

Appendices

Keeping Marking Manageable
Suggestions to keep marking manageable and up to date

Consider the activities carefully
- Think about the outcomes – do they have to be written?
- If you are adapting well, not all groups will be producing a written outcome in the same format if at all.
- Can you use paired recording? This could be marked then photocopied for the other child's book/folder.

Divide the marking into groups for Maths, English and Science...
- Mark the work of the group you are working with that lesson – marking it with them provides immediate feedback and opportunities for extending/supporting learning. Work closely with a different group each day to ensure that this level of marking is done across the week.
- Just before the end of the lesson – visit another group and do a check/ acknowledgement of their work, using the coloured dot system.
- Ask TAs to check/acknowledge their group's work using the colour coding system. Get them to record a list of children who got red, yellow or green dots to give to you so that you can follow up as necessary.
- Use coloured dots and a brief comment to mark the remainder.

- Get children to self mark as much as possible. E.g.
    - teach them to look for key text features relating to AFL grids in their writing and underline them.
    - Ask them to underline where they think they have made spelling errors and underline 5 of them.
    - Get them to tick maths calculations where the answers are not debatable.

  You will still need to check their marking, but it will help the process.

In other subjects...

Aim to mark the work of at least 8 children during the lesson (if you can!) Ask any TA's working with you during that lesson to do the same. That's half the class done during the lesson leaving the rest to be distance marked that week.

Houghton Primary School Marking Code

What does my teacher's marking mean?

Red	Yellow/Orange	Green
You are confused or don't understand...	You are getting there... we will keep an eye on you...	You understand fully and you are ready for the next challenge...

What colour should I use when I mark my work?

Red	Yellow/Orange	Green
I am confused or don't understand... **I need some help!**	I am getting there and understand most of this work... **Please keep an eye on me**	I understand this fully and I am ready for the next challenge... **Give me the next challenge!**

Spelling – Incorrect spellings should be underlined and written out correctly in the margin. Pupils will copy these out 3 times beneath as part of their follow-up task.

Next Step – Specific feedback given to the children based on the learning objective. Children should complete the next step challenge as part of their follow-up task.