

John Ruskin Primary School and Language Classes

Marking, Feedback and Pupil Response Policy

Co-ordinator: Clare Tayton

Last review: 2015

Next review: 2018

Revised: autumn 2008

Revised: autumn 2011

Revised: July 2013



“Be responsible, be fair, stay positive and care”

Why We Mark Children's Work – Fundamental Principles

We believe that marking helps children to learn.

We believe that good marking helps pupils to identify their strengths and weaknesses and improve their work.

We believe that good marking enables a teacher to really know a child's strengths and weaknesses and thus inform their future planning.

We believe that comments made on work help to build a good picture of the child's attainment and can be used to inform future planning and/or target setting.

Characteristics of Effective Marking, Feedback and Pupil Response at John Ruskin

In our classroom marking, feedback and pupil response are effective when we:

- adopt a consistent and manageable method of marking, feedback and pupil response throughout the school;
- give feedback during the completion of a task – hot marking
- mark promptly and in line with the agreed guidelines;
- include both oral and written feedback;
- ensure that the marking and feedback is meaningful to children by focusing the response on the learning intentions and criteria for success or personal targets;
- provide opportunities for a closing the gap or extension task that takes the learning further
- provide pupils with opportunities to assess their own and each other's work and give feedback as appropriate;
- ensure that pupils understand their achievements and have clear strategies for improvement;
- provide time and support regularly for children to respond to marking and feedback;
- respond to children's response;
- involve all adults working with the children in marking and feedback
- use the information gained together with other information to inform future teaching plans;
- share the fundamental principles with parents so that they can reinforce it;
- regularly review our policy for marking, making sure it is understood by new members of staff and that our practice continues to reflect school policy.

References

Teacher Assessment in Action – Association of Assessment Inspectors and Advisors
Teacher Assessment in the Core Subjects at KS2 – OFSTED

How We Mark Work at John Ruskin

Focused Marking:

- All work will be marked in blue pen and children's response in green.
- When the teacher has intervened during the lesson to move the learning on or given verbal feedback then this is clearly indicated in the book with a **T** and relevant annotation/ comment/ symbol.
- Several examples of success where the child has met the learning intention, success criteria or personal target will be highlighted in green (green for go).
- The next step should be highlighted in pink (pink for think) and a comment addressed to the child written at the bottom of the work which helps the child 'close the gap' between what they have achieved and what they could have achieved.
- The 'closing the gap' comment should require a response from the child, that includes some extra work/ correction by the child and be indicated with a *.
- Punctuation and spelling errors should only be highlighted in pink if they are part of the learning objective, success criteria, a personal target or something identified from previous marking.
- Provide time in the following lesson for the children to read and respond to the marking; this should involve all adults in the classroom supporting the children in the reading and response. Response time should be happening every day.
- Check work when we have requested amendments.
- **One piece of English, one piece of maths work, one piece of foundation subject work per week should be marked in this way and 1 piece of science every other week.**

Next steps comments suitable for all subjects include:

1) A reminder prompt - this simply reminds the child of what could be improved (this is most suitable for brighter or older children) :

What else could you write about the prince's personality? Why do you think the dog did this? Can you think of a stronger opening for this sentence? Tell me a bit more about this character. What else did you do on your school trip? Tell me 3 things.

2) A scaffolded prompt - most suitable for children who need more structure than a simple reminder – this prompt provides some support in the form of:

- **question:** *can you describe how this person is a good friend? How do you know the dog was angry? What makes you think Fox hunting is a cruel sport? Why is the owl your favourite animal?*
- **directive:** *Describe something that happened which showed you they were a good friend? Describe the expression on the dog's face? Give me 2 reasons why you think Fox hunting is a cruel sport? Tell me how the Owl manages to see at night.*
- **unfinished sentence:**
He showed me he was a good friend when (finish sentence)
The dog's eyes fixed sharply on the man, glittering likeand his teeth
I believe fox hunting is a cruel sport because
The nocturnal Owl can seen in the dark due to his eyes and

3) An example prompt – extremely successful with all children, but especially with average or below average children, this prompt gives the children a choice of actual words or phrases. Giving a choice of actual words is a bit like a brainstorm which leads to children invariably thinking of a better of different way of writing this themselves.

- *Chose one of these or your own:*

He is a good friend because he never says unkind things about me

Peter is my favourite friend because he always sticks up for me in the playground.

- *Which do you think is the best description of the dog's teeth? Why? Can you think of an even better simile?*

His teeth were gritted, shining in the half dark, like glinting daggers

His teeth sparkled like cruel diamonds, catching the reflection of the streetlight

- *Chose one of these or write your own:*

Nocturnal animals often have big eyes

Nocturnal animals have huge ears for hearing in the dark

English:

Word choice prompt. To help children with identifying correct spelling/grammar/punctuation or to identify superior word choices.

1) Homophone prompt:

Circle the correct word choice in each part of the sentence: *Their/There nest was built over their/there by the barn.*

2) Grammar prompt:

Circle the correct word choice in each part of the sentence: *I were/was sitting with my grandma. She/He was laughing with me.*

Circle the correct word choice in each part of the sentence. *Yesterday a/an owl swoops/swooped down onto its prey.*

3) Common errors:

Circle the correct word choice: The dog was chasing the postman how/who delivered the parcel.

Circle the correct word choice: "Were/where is my dinner?" the dog seemed to say.

4) Superior word prompt

Circle the best word for describing the dog: big/ huge/ enormous

Circle the best word for describing how Jack speaks: "Stop!" Jack said/grumbled/exclaimed.

Maths examples of next steps:

1) Questions to Revisit:

Look at Question 2 again? $34 + 67 =$

2) Questions to reinforce

Similar question for pupils to revisit during reflection time to consolidate learning

3) Questions to Complete – this could be extension or consolidation

Teacher starts laying out answer or working for question with first steps. Pupil completes

4) Identifying own mistakes prompt:

2 are incorrect. Can you spot them? Why is this question incorrect?

5) Extension Question:

Inviting the child to apply it in a different context or asking the child a thinking question:

What if we have 6 extra people?

Can you make up 4 calculations of your own that give the answer 24?

Does this calculation still work with negative numbers?

Can you write a rule for this?

Can you think of an exception to this rule?

Is this rule always/sometimes/never correct?

Which one is the odd one out.....?

Add symbols to make this correct.....4 5 20.

Write a number sentence that gives same answer as 6×4 ?

Where would you see a cuboid in school? At home?

Can you list 5 situations where you have used time this week?

If a self evaluation or marking grid is used, annotated comments on the grid will suffice.

All marking – Gap marking:

- All work should be marked and should include a brief, individualised comment relating to the learning objective, success criteria, progress or literacy/ numeracy skills (editing comment linked to the editing code) with clarification of what the progress relates to or attitude to learning shown by the child. WALT met on its' own is not sufficient. Comments can be in the form of a written comment, editing code or differentiated questions that extend the children's learning. Stickers and stamps that meet these criteria can also be used.
- Additional comments not related to the WALT/ WILF e.g. spellings, punctuation or handwriting may also be made as appropriate to the individual child's needs – every mistake does not need to be corrected. The agreed editing code should be used for secretarial corrections. No more than 3 spelling errors will be noted; the correct version will be written in the margin and the child should write the word out 3 times underneath. If the word is spelt incorrectly in future pieces of work this should be identified and commented upon.
- Most marking should require a response from the child but this is graduated by age, this can be a spelling or punctuation improvement and indicated through the use of the editing code or with a 'gap comment. In KS1 it should be all focused marking pieces and 1 other piece in English, maths and topic books and all tasks where the editing code is used as the comment; this will increase as the children's skills and speed develop. In years 3 & 4 it should be all focused marking pieces and most other pieces in English, maths and topic books, which could be using the editing code or an extension task/ question. In years 5 & 6 it should be all focused marking and all other work, which could be using the editing code or an extension task/ question
- All work is marked with a **WS** when the child has completed the task with adult support.
- Opportunities for self and peer assessment are given several times a term
- Smiley faces, stickers and 'Well Dones' can also accompany comments.

Other types of marking:

- Paired/ self marking – this is most suitable for maths and English questions with closed answers e.g. spellings, 4 operations practise, tests
- When using this, staff will ensure that clear rules on presentation are established and also what the children are to do if they have difficulties with reading another child's writing.

Marking and feedback in KS1

- **Follows same principles as above except more verbal feedback may be needed**
- All work should be marked – this includes verbal feedback, hot marking.
- Verbal feedback should be indicated on the work with a **T** and children's improvements based on feedback should be obvious.
- Highlight successes in green **when** giving verbal feedback or when marking.
- Annotation of unclear spellings must happen in all cases in order to make a piece legible.
- With Y1 and less able Y2, response to marking will be evident through hot marking or use of the editing code or the response will be assisted by the teacher or class TA.

Marking and feedback in the EYFS:

- Reception staff focus mark English and Maths work as above. In addition the comments are explained to the children.
- All work in all books must be marked with a brief comment.
- Some marking/feedback is supplemented either orally, or by gesture, by facial expression, by demonstration or by body language. In the Nursery and reception, feedback and responses to feedback are recorded in the individual records of achievement.
- Consistent verbal praise is given for individual effort and progress at the time of completion of work.

In the Language Unit

- The above principles are adhered to with the following exceptions;
- The learning intention may not be for the class but for the individual as on the IEP.
- Where possible marking/feedback is supplemented orally, by gesture, by facial expression, by demonstration and by body language.
- Reference is made to target cards and whether targets have been met or not.
- Work is marked with the child where possible. Written comments are usually positive comments with reference to the learning intention or to their individual targets.
- Feedback may be given using signing or pictorially in addition to the marking.

Appendix 1: KS2 pupil version of marking code

Our KS2 Marking Codes:

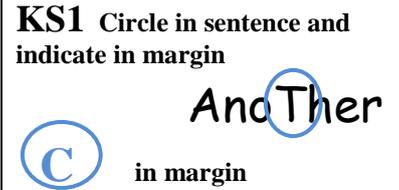
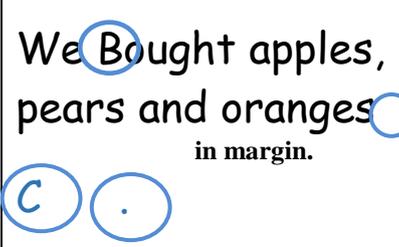
Code	Meaning
C	There is an error with a capital letter or punctuation somewhere on this line.
P	You need to identify any incorrect or missing punctuation or capital letters on that line
~~~~~	This part of your writing doesn't make sense or can't be read. Look CAREFULLY and see why they are puzzled.
^	A word has been left out. Can you spot what it is?
^+	You need to add some more information here.
V	Somewhere in this sentence a verb is incorrect; it could be the tense or person. e.g Yesterday the old man <b>hobble</b> home ( should be <i>hobbled</i> = <i>past tense</i> )
//	 <p>This symbol shows you where to start a new paragraph. New paragraphs for . . . change of time/ place/ event/ point</p>
Sp	There is spelling mistake somewhere on that line. Your teacher may underline the mistake or write the correct spelling next to the word.  <b><i>You need to write out the correct spelling 3 times and try to learn it.</i></b>
T/ TA	My teacher or TA and I have talked about my work and they have helped me improve it
w/s	I have completed this work with some support from an adult.
X	This is incorrect, please correct your work
△	Change this word
HW	Untidy handwriting - please write out the sentence again

## Appendix 2: KS1 pupil version of marking code

### Our KS1 Marking Codes:

Code	Meaning
C	There is an error with a capital letter or punctuation somewhere on this line.
P	You need to identify any incorrect or missing punctuation or capital letters on that line
~~~~~	This part of your writing doesn't make sense or can't be read. Look CAREFULLY and see why they are puzzled.
^	A word has been left out. Can you spot what it is?
^+	You need to add some more information here.
V	Somewhere in this sentence a verb is incorrect; it could be the tense or person. e.g Yesterday the old man hobble home (should be <i>hobbled</i> = <i>past tense</i>)
//	 <p>This symbol shows you where to start a new paragraph. New paragraphs for . . . change of time/ place/ event/ point</p>
Sp	There is spelling mistake somewhere on that line. Your teacher may underline the mistake or write the correct spelling next to the word. <i>You need to write out the correct spelling 3 times and try to learn it.</i>
T/ TA	My teacher or TA and I have talked about my work and they have helped me improve it
w/s	I have completed this work with some support from an adult.
X	This is incorrect, please correct your work
↑	Rewrite these words leaving a finger space between them
↔	Letter or number facing the wrong direction
PH	Use your phonics to sound out this word
NS	This is not a proper sentence please write it again
HW	Untidy handwriting - please write out the sentence again

Appendix 3

Meaning	Code	
Capital letter missing or in wrong place.	KS1 Circle in sentence and indicate in margin 	KS2  In margin. Where appropriate, scaffold with punctuation mark in the margin and circle where missing/incorrect in the sentence (especially with more advanced punctuation).
Punctuation missing or in wrong place	KS1 Circle error in sentence and indicate puns in margin 	
This does not make sense		
A word has been left out or an ending is missing.		
More information is needed.		
Check tense		
Start a new paragraph.		
Spellings to correct. <i>No more than 3 key spellings to be highlighted for improvement</i>	<u>Word underlined</u>  In margin	Depending on need, teacher to supply spelling or child to self correct. <i>Child to write the correction 3 times at the bottom of their work (KS1) or in the margin (KS2) & learn word</i>
Verbal feedback given		
Activity completed with some adult support		
A letter or number has been reversed.		
An answer is incorrect and needs to be corrected		
No spaces between words		

**John Ruskin School and Language Classes -
Equality Impact Assessment Form**

(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Marking, Feedback and Response

2. Aim(s) of the policy or practice being assessed:

To ensure consistency of practise in marking, feedback and response; to raise standards in teaching and learning; to detail procedures for marking, feedback & response

3. Type of policy or practice being assessed:

Existing

Proposed

4. Department and/or name of person responsible for the policy or practice:

Clare Tayton

5. Which members of our school community are affected/likely to be affected by the policy or practice?

Pupils

Staff

Parents and carers

Governors

School volunteers

Visitors to the school

Wider school community

Other – (please list) _____

Not relevant to members of our school community ⇒ **Process Ends** ⇒
equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence

6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- Performance indicators or targets
- People profiles – eg pupils, staff, governors, visitors, wider school community
- User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- Collating complaints and compliments
- Other – (please list)___feedback to staff and TLT_____
- None 

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:

- children or people from different ethnic backgrounds
- disabled children or people
- boys or girls, men or women, people who identify as transgender
- people of different ages
- children or people with different religions or belief
- children or people who are heterosexual, gay or lesbian
- None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

- Yes No  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

- No – Go to Section 3
- No – insufficient evidence to make a judgement–  Go to Section 3
- Yes  - these being:
- children or people from different ethnic backgrounds
 - disabled children or people
 - boys or girls, men or women, people who identify as transgender
 - people of different ages
 - children or people with different religions or belief
 - children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

- No
- Yes 
- Not sure 

Please describe any potential issues here:

Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.
- How straightforward will it be to address the red flag triggers?
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
 - Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

- There are no red flags or issues identified. No further action is required.
Go to Section 7 - Completion
- The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.
Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions
- Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering.

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Clare Tayton – Co headteacher
Names and titles of any other people who assisted with this assessment:	
Date:	15/3/18
Date of next review:	2021
When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.	

