



Clee Hill Community Academy

Marking and Feedback Policy

Responding to Children's work: a guidance for Best Practice

Introduction

The aim of this guidance is to ensure that all children have their work responded to in a way which improves their learning and achievement whilst developing their self-confidence. It relies upon us being a 'Growth Mindset' School which sees mistakes as a positive, showing areas to build upon their learning.



Principles and Ethos

Our marking policy is based on the Educational Endowment Foundation report, 'A marked Improvement'. The studies and feedback reviewed in the Teaching and Learning toolkit (EEF, Sutton Trust & Durham University) found that on average the provision of high quality feedback led to an improvement of an additional eight months progress over the course of a year - showing the importance of effective feedback.

Effective feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil; a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving progress. Responses are more useful if they are given as soon as possible. They can be written or oral and should be regular and frequent.

Marking at Clee Hill Community Academy should be:

- ✓ Meaningful
- ✓ Motivating
- ✓ Manageable

Marking in Practice

Highlighting

Using our 'Pink for Think' and 'Green for Growth' marking, both staff and children are able to consider strengths in their work and areas which need to be improved or corrected. Although pink highlighting may be used to identify mistakes (something a student can do, and normally does correctly but not on this occasion), feedback should focus, where possible, on correcting errors (when a child has not mastered a concept or has a misunderstanding) in order to 'move a child's learning forward.

Using pink and green marking, comments may be limited and purely highlight strengths and areas to develop.

Adjectives

Powerful verbs

This is sufficient information to say, "Well done. You have used a range of interesting and appropriate adjectives in your writing. Now go back and review the verb choices underlined in pink and improve them".

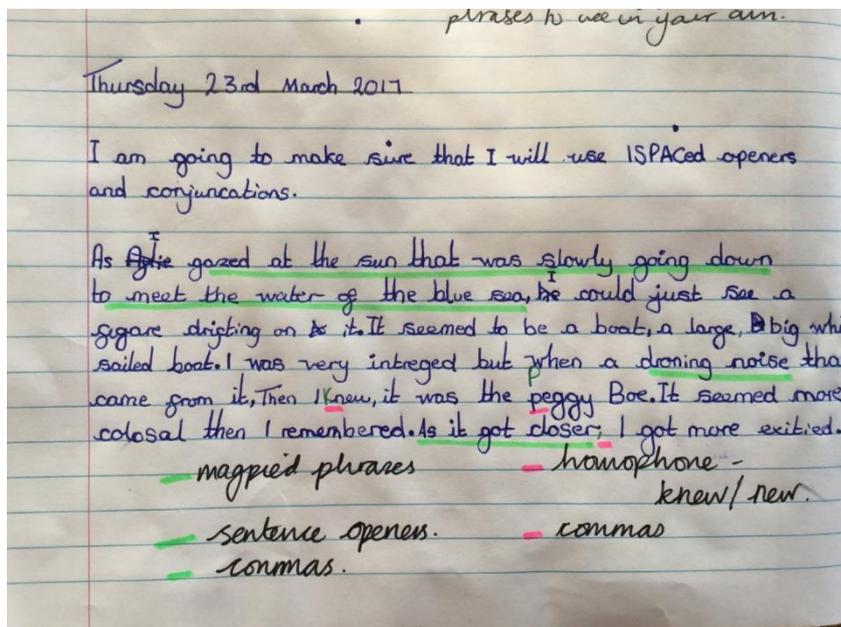
In line with our Growth Mindset philosophy, pink highlighting should be seen as a positive way to improve writing. Pupils are encouraged to see mistakes as part of the learning process.



Comments

Written feedback may help to clarify strengths and areas of development or encourage pupils to become more reflective about their work. It should be constructive and specific.

Poor Examples of Dialogue Marking	Good Examples of Dialogue Marking
Do questions 4 again.	Can you see a pattern in your previous answers that will help you answer Q4?
Good work	What do you think is your next step?
28 is the wrong answer - try again	28 is the wrong answer - Why?
Can you make it scarier?	Improve the highlighted verbs to add more suspense
You have made some silly mistakes...concentrate.	Practise these calculations using the expanded method.
Well done.	Convince me if this works with all numbers.

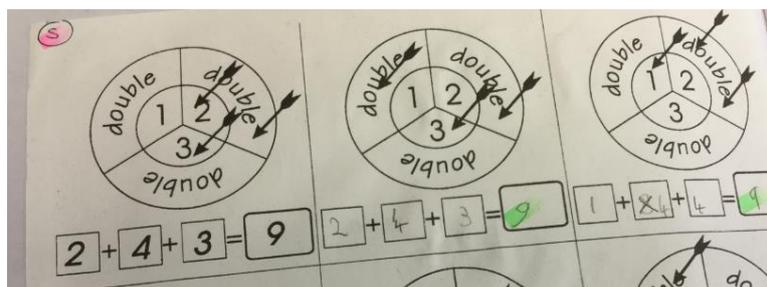


If a child requires more detailed verbal feedback, or has a great deal wrong, then a simple comment should address this i.e. 'We will work on this tomorrow'. These errors should be picked up on quickly and misconceptions should be addressed in order to prevent a child from 'falling behind'. This may be in the form of support, an intervention or pre-learning for a lesson.

Detailed comments

Some marking may include detailed comments if this is useful for assessment purposes, i.e. "Great use of a number line to find 2 digit numbers." A simple coding- S- support/ I - independent- may also be used for assessment purposes.

We completed some of these together as a group. Ellena understood the concept of x and ÷ on a number line but needed some support understanding how she could use her knowledge of times tables facts.



Group marking

At times, it may be appropriate to evaluate a group of children and target next steps. Pink and Green boxes will show what MOST children have as strengths and areas to develop which allows for opportunities for marking to feed directly into planning.

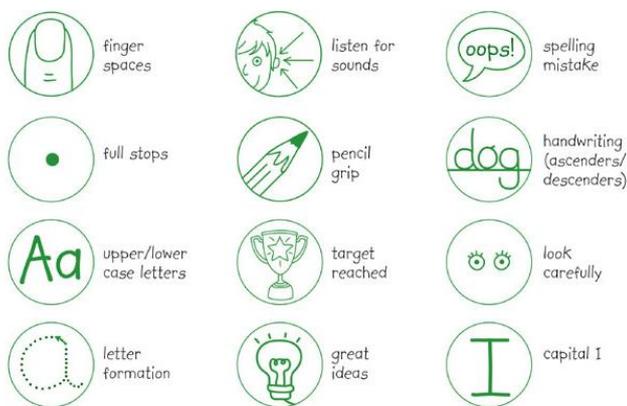
Target setting

Targets must be shared with children in the format agreed by the class teacher and they should be referred to frequently. All targets are displayed in the front of Literacy and Numeracy books and are updated termly.

Targets or next steps must be:

- purposeful
- aim to move learning on
- clear and understood by the pupil
- explicitly address misconceptions or lack of understanding if they haven't 'got it'

Visual targets may be used in some classrooms, for example:



Pupil should have a clear understanding of how they can improve their work.

Workload considerations

"It is likely to be more time consuming to pose questions or provide hints to correct errors. However, some of this time may be offset by the time saved not correcting mistakes. Using coded feedback is likely to save time." Educational Endowment Foundation, A Marked Improvement.

At the front of KS2 Literacy books, coded feedback grids are used as part of the marking policy to reduce teacher workload.

CL	Capital letter
FS	Full stop
//	New paragraph
Sp	Spelling

^	Add in missing word
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Expectations, Presentation and Standards

Teachers need to be explicit about standards of expectations, which must be modelled clearly during the whole class teaching. This includes:

- quality and quantity of writing tasks
- presentation

Teachers should insist that all pupils:

- underline dates and titles with a ruler
- use a ruler to draw straight lines and margins
- copy dates and titles correctly
- start sentences next to the margin
- use individual squares to write numbers
- glue work in neatly
- take care to produce neat handwriting.

All teachers must take care with their own handwriting and spelling - we are role models for pupil presentation and standards

Handwriting

All classrooms should display the correct handwriting formation. A handwriting 'chant' may be used to reinforce the correct formation of letters.

abcdefghijklmnopqrstuvwxyz

a	Round the apple down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar (caterpillar)
d	Round his bottom up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem, and draw the leaves (flower)
g	Round her face down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and dot for his head (insect)
j	Down his body curl and dot (jack-in-the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither down the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up down up (worm)
x	Down the arm and leg and repeat the other side (Exercise)
y	Down a horn up a horn and under his head (yak)
z	Zig-zag-zig (zip)

Spelling

Spelling must be addressed at an age and stage appropriate in all written pieces. Marking of spellings should initially focus on key word spellings or words which follow specific patterns (like -ed endings).

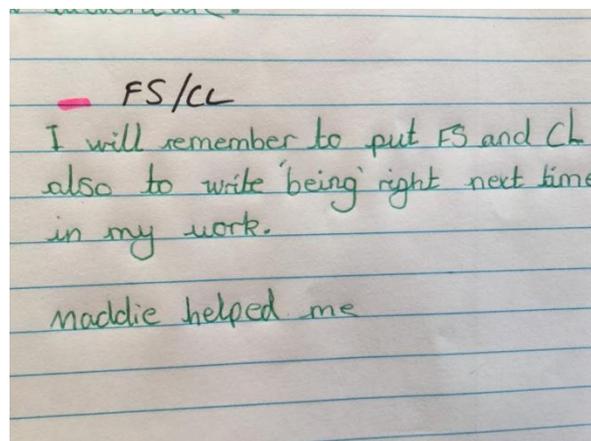
Levels of spelling marking:

Level 1	Sp written in the margin and incorrect spelling pinked. Correct spelling written at the bottom of the page for children to write 3 times or a spelling activity.
Level 2	Sp written in the margin and incorrect spelling pinked. Provide children with a multiple choice of spellings to choose from or a similar spelling activity.
Level 3	Sp in the margin and no help provided as to which work is wrong.

Marking of spelling should help pupils to understand how to spell works using spelling strategies in line with the teaching of spelling.

Response Marking

Children should feel engaged and motivated by the marking process. Children respond to improvements using green pens. Children must be provided with quality time for this and responses to marking should be checked. This can be during the lesson or afterwards. Sometimes children's responses to marking is not good enough. Teachers should address this as often as possible and model



Peer Marking

In KS1, peer marking is a verbal process which is modelled by the class teachers. In KS2, peer marking is completed using purple pens.