Cinnamon Brow C of E Primary School

'For I know the plans I have for you… Plans to give you hope and a future.'
Jeremiah 29:11

Marking and Feedback Policy

All staff (exc. Nursery)

January 2024

Rationale

At Cinnamon Brow C E Primary School, we have created a learning focussed environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

'Feedback is one of the most powerful influences on learning and achievement.'

(Hattie and Timperley 2007)

'Effective marking 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 pupil progress.'
(Report of the Independent Teacher Workload Review Group)

For feedback to be effective John Hattie argues that it needs to be:

- clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections
- directed at the right level, so it can assist students to comprehend, engage, or develop effective strategies to process the information intended to be learnt
- combined with effective instruction in classrooms, and focus on what is being learnt (learning intention) and how students should go about it (success criteria)
- occur as the pupils are doing the learning
- provide information on how and why the pupil has or has not met the criteria
- provide strategies to help the pupil to improve

Providing Feedback to pupils

At Cinnamon Brow C E Primary, we believe that pupils make the most gains in lessons when feedback is immediate, and misconceptions are addressed at the point of learning. Therefore, we have adopted an 'In the Moment' feedback approach.

Throughout independent learning stages of a lesson, the class teacher and teaching assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. Self and peer marking are also encouraged throughout the lesson.

Rapid and responsive interventions may also be used and could be delivered by teachers or teaching assistants. These may take the form of a pre-learn or over-learn lesson intervention.

Marking in the form of feedback may take place at this time too – showing the children the successes they have achieved and giving extra direction to support or extend learners.

Teachers and teaching assistants should promote pupils' self/peer-assessment into a wider process of engaging the child in his or her own learning and developing their ability to self scaffold their learning. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.

Teachers will ensure that understanding is checked systematically when marking and they will swiftly adapt their teaching accordingly.

Marking in the Moment	Intervention marking within the lesson to prompt deeper thinking, and swiftly address misconceptions. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and midsession adjustments or written feedback where misconceptions are remodelled, or challenges provided.
Improvement Marking	Verbal feedback will be given to pupils and an opportunity to respond will be given to strengthen the teaching and learning process to accelerate and deepen learning.
Self-assessment and peer assessment	Autonomy is given to pupils. Adaptive success criteria is used to comment on the attainment and success of a piece of work and suggestions for improvement, indicating positive ways forward.
Learning Acknowledgement	All learning outcomes will be acknowledged at the end of the English and Maths lesson. It is essential that all learning produced by a child is valued and their efforts and outcomes are acknowledged against the intended learning outcome. Strategies for self-regulation should explicitly be taught to enable pupils to identify their own mistakes and correct accordingly.
Feedback sheet	Whilst looking at books at the end of the lessons, teachers will make notes on the key messages to feedback to children at the start of the next lesson using 'the marking and feedback sheet'. This will be completed once per week for English and once per week for Maths. Basic skills errors will be marked, and children should be given time to edit and improve their work.
Learning acknowledgement for the wider curriculum	Four content lessons are planned for, based on the medium-term plan. Teachers will check work but there is no expectation for in-depth marking of these lessons. After two content lessons, a mini-review takes place where teachers mark and assess the retention of knowledge (retrieval practice). This informs future planning and retrieval tasks. At the end of the unit of work, an assessment piece is completed and marked. Written / oral feedback is given and a judgment is recorded based on age related expectations.

Non-Negotiables Marking

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Pupils should receive verbal feedback on a regular basis.
During the lesson, teachers and all additional adults will effectively intervene in the moment and give feedback, verbally and in the moment remodelling of misconceptions, consolidating learning or moving the learning forward. This should be quick and remain positive encouraging resilience, striving for accuracy and pupils' learning efforts. Teachers and additional adults will effectively intervene with groups across the class giving immediate feedback on the pupils' work.

Whilst looking at books at the end of the lessons, teachers will make notes on the key messages to feedback to children at the start of the next lesson using 'the marking and feedback sheet'. This will be completed once per week for English and once per week for Maths.

This can feed into the next lesson as a useful tool to address misconceptions. Modelling may occur at any stage of the lesson to address misconceptions, clear up confusion or provide further scaffolding.

In addition, Dojos, class golden star award, stickers and head teacher awards are given to indicate where a child has worked very hard indeed and has shown great progress within a lesson.

When Marking:

- Date and titles are checked and pupils are given the opportunity to correct if copied incorrectly
- Marking is focused upon lesson objectives and success criteria (with appropriate adaptations)
- Verbal feedback to pupils will provide opportunities to self-regulate, address misconceptions in the moment and move their learning forward through opportunities that lead to depth in knowledge and understanding.
- Marking is to be done in a clear legible handwriting using the school's handwriting policy
- Marking is used to support the day-to-day assessments of learning so that difficulties are identified and misconceptions can be used to plan future lessons accordingly.

Marking of English	When marking learning in English, staff are expected to mark in detail each piece of writing ➢ In KS 1 and KS2, common exception or subject specific misspelt words will be underlined with a wiggly line and the correct spelling will be written above the word. Between 3 or 4 spellings should be identified by the teacher and/or additional adult to be written at the bottom of the pupil's work for them to rewrite once. ➢ Where there are inaccuracies in grammar e.g. was/were confusion, the mistake will be identified by being underlined twice and corrected in line with spellings; a double line will also be used in KS1 to indicate letter reversals. ➢ Where punctuation is missing, a circle will be used to indicate that something is missing and the pupils will be asked to check their work to identify the missing punctuation.

	➢ Where words are missing, an 'upside down v' symbol will be used to indicate that something is missing and the pupils will be asked to check their work to identify the missing word/s. ➢ Where teachers would like a child to improve a sentence or short paragraph in order to move learning forward, a sentence may be underlined once; the pupils will then be given verbal instructions about what they need to edit and/or improve. ➢ G or I will be used as a symbol to indicate a guided or independent piece of work. ➢ In Extended Writing, there will be an opportunity for self or peer mark; pupils will be asked to mark in line with teachers and use a variety of self or peer assessment criteria provided by staff to mark against. ➢ A smiley face symbol will be used to show when a pupil is awarded with a dojo, gold star, verbal praise, sunshine or sticker for target met and excellent work. ➢ A PC will be used as a symbol to indicate when pupil conferencing has taken place.
Marking of Mathematics	➢ Maths journals are children's own workings and reflections on methods which they find most effective. There is no expectation for each calculation to be marked. Instead, they should be ticked to show that the teacher has seen them, and any number reversals corrected. ➢ Power Maths workbooks are to be marked with a greater emphasis on effective 'In the Moment' marking. Each section or page will be marked with one tick if correct. ➢ Where an answer is incorrect, a dot will be recorded next to the calculation; pupils must be given time to find the mistakes in their calculation and correct this themselves. ➢ Incorrect calculations should be corrected at the bottom of a piece of work or next to the incorrect answer rather than rubbing out the original calculation; a small c will be recorded next to the correction. ➢ Where a child has made several mistakes, the teacher is to decide which of the mistakes they feel it would be beneficial to review. ➢ The pupils will be given, where appropriate, the answers to check their calculations themselves or the calculations of their peers; pupils should be encouraged to self-correct calculations when errors have been identified; in UKS2 pupils will be using a green pen for this. LKS2 will also start to use a green pen from the summer term. ➢ Where it is required, teachers should comment on number formation and presentation of work to ensure that pupils understand the importance of presenting their work to a high standard. ➢ G or I will be used as a symbol to indicate a guided or independent piece of work. ➢ A smiley face symbol will be used to show when a pupil is awarded with a dojo, gold star, verbal praise, sunshine or sticker for target met and excellent work.
Marking of foundation subjects	Staff should ensure effective intervention marking in the moment and give verbal feedback to deepen pupils' understanding during the learning. ➢ In RE, the focus of marking is on the pupil's understanding of key concepts and the correct use of RE specific vocabulary/terminology. Additionally, a challenging question to help the children to think deeply will be added on some pieces across

	the term. The expectation is that pupils will be given time to reflect on these and respond. ➢ In Science, History and Geography, mini-reviews and end of unit assessments are to be marked. Feedback is shared with the children in an age-appropriate manner. Outcomes of mini-reviews are used to inform future planning and end of unit assessments are used to assess levels of attainment. ➢ In PE feedback to pupils will be verbal and criteria assessed next to learning targets by whoever is leading the PE sessions to inform future planning and assess levels of attainment. ➢ Feedback in Art and Design and Design and Technology will be verbal and criteria assessed next to learning targets by whoever is leading the sessions to inform future planning and assess levels of attainment.

Pupil Editing and Improving their own Work

From year 1, time each week will be dedicated to the pupils' editing or improving their own work. Teachers will develop the pupils' ability to become independent learners, self scaffold and given them autonomy in developing and improving their work.

This session can be used in a variety of ways:

- The teacher models and demonstrates how to proof read and/or improve a sentence/ paragraph or piece of work, they can demonstrate on work where there are similar weaknesses to the pupils
- The teacher identifies a piece of work that they would like the pupils to proof read and edit before marking
- The teacher gives specific verbal feedback to an individual/group/whole class to improve their work and the pupils are given quality time to have the opportunity to show this in their work
- Pupils use the success criteria (keys during the English lesson) from the lesson to improve a piece of work at another time during the week where the pupils can focus on being the reader rather than the writer
- The pupils can work independently or with a partner to edit and improve their own or the work of their peer
- It is important that when pupils are asked to edit and improve their work they read their work aloud; the pupils read their work aloud primarily to 'listen' to it – to hear how it sounds, whether it flows, it also allows them to 'look' carefully to see if there any obvious mistakes – such as words omitted or mis-spellings.

Role of Other Adults Supporting Marking and Feedback

All staff in the classroom are expected to mark in the moment. This will support pupils in receiving immediate feedback which they can respond to.

Verbal feedback and dialogue should be embedded within every session. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. Pupils should receive verbal feedback on a regular basis. They should be encouraged to review their own or another pupil's work, and the teacher will support this process. This will ensure pupils are encouraged to assess their work and self-reflect at each step of the learning process.

Provide voiced remarks regarding general points, such as common mistakes or setting out, to the whole class or group.

Special Educational Needs and Disabilities

When marking the work of pupils with Special Educational Needs and Disabilities, we consider the wide range of abilities of our pupils. Pupils' individual learning plans will be used to support when marking and giving feedback. Extra support is given and the curriculum is adapted to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made so that every pupil can fully access the curriculum and will be given feedback appropriate to their learning.

Other points

The Spiral Curriculum approach to all subject areas promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. If a practical activity takes place, the learning question will still feature in the child's book and assessed by the teacher and pupil. In some instances, the use of QR codes will be used to show outcomes.

Progress and attainment will be evaluated by the Senior Leadership Team (SLT) and the subject leaders on a termly basis. This will ensure that children and adults are aware of targets set.
The Headteacher and senior members of staff will conduct termly work scrutiny and learning walks to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

KS1 & 2 Marking Code

At Cinnamon Brow C E Primary School, the pupils have a responsibility to work hard and present their work to a high standard.
The adults have the responsibility to support learners to make progress.
All adults and pupils have a responsibility to remind themselves of the marking codes. Pupils should support each other during peer assessment times, reflecting and acting upon the codes indicated.
Teachers are required to identify the successes and areas for development using the agreed procedures:

- Red pen is used by adults for any written and code feedback; it is also used to celebrate success using symbols.
- In EYFS and KS1 children's corrections and/or reflections are written using pencil on the line above.
- In KS2, most children use a green pen (when their teacher feels this is appropriate) for editing and reflection time. This is usually written on the line above or rewritten. LKS2 start using a green pen from the summer term.

Marking and feedback in English books - KS1 and KS2	
Code	**Explanation**
	**Awarded with a dojo, gold star, verbal praise, sunshine or sticker for target met and excellent work**
✓✓	**Met a personal or whole class target within the work produced. Ambitious vocabulary**
✓	**At the end of a piece of work as recognition it has been marked/read**
'SP' in the margin & word underlined ~~~ (wiggly line)	**SP = Spelling mistake ~~~=edit the word/words once**
O (circle)	**Incorrect use of upper or lowercase letters, punctuation or calculation.**
^	**Missing word(s)**
_____ _____	**Incorrect grammar (double lines) KS2 Letter reversals KS1**
_____	**Sentence improvement required (one long continuous line under the sentence to be improved)**
/	**KS2 New paragraph needed/added**
VF	**Verbal Feedback given from an adult**
G/I	**Can be used to indicate: Guided Work / Independent**
PC	**Pupil conference**
 *'I don't understand this yet.'* *'I think I understand, but could not explain it to someone else.'* *'I understand this well and could explain it to a friend.'*	**Assess your own learning with these smiley faces and a comment**

Marking and Feedback in Maths books – KS1 and KS2	
Code	**Explanation**
	**Awarded with a dojo, gold star, verbal praise, sunshine or sticker for target met and excellent work**
	**Met a personal or whole class target within the work produced.**
□ C	□ **Marked incorrect** **C indicates a correction**
R M	**R – indicates a 'reasoning' task** **M – indicates when manipulatives have been used to complete the task**
	**This symbol indicates recap and consolidation**
VF	**Verbal Feedback given from an adult**
G/I	**Can be used to indicate: Guided Work / Independent**
 *'I don't understand this yet.'* *'I think I understand, but could not explain it to someone else.'* *'I understand this well and could explain it to a friend.'*	**Assess your own learning with these smiley faces and a comment**

EYFS Marking Code

EYFS Marking Code	Explanation
	**Awarded with a dojo, gold star, verbal praise, sunshine or sticker for target met and excellent work**
VF	**Verbal feedback**
I	**Independent work**
G	**Guided work**
CI	**Child initiated**
	**Recognition work has been marked**

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following:
Assessment Policy
SEND Policy

Review
This policy will be reviewed annually by staff and governors.