



Hampton Junior School Marking and Feedback policy

Version	Date	Review date	Comments
4	September 2017		Reviewed at SLT and shared with all staff
5	January 2018	January 2020	Reviewed following staff survey
6	January 2019	January 2020	Info added about merits
7	November 2021	Autumn 2022	Updated marking procedures as per T & L policy 2021
8	January 2023		Targets section added
9	September 2023		Target sectioned reviewed and updated by SLT
10	January 2024		Target section and foundation assessment updated by SLT
11	March 2025		Policy reviewed inline with T and L policy
12	January 2026	January 2027	No changes

‘Be the best you can be!’

MARKING AND FEEDBACK POLICY

INTRODUCTION

“To be effective, feedback should cause thinking to take place.” Shirley Clarke

At Hampton Junior school we aim to support children’s learning by providing them with high quality feedback which ensures self-reflection and progression of skills and knowledge.

We acknowledge that feedback should be regular, consistent and offer suggestions for further improvement and may be given in a variety of formats:

- Verbal feedback in lessons to individuals or groups also known as live marking
- One-to-one discussions/target sessions
- Retrieval slides
- Peer-assessment
- Self-assessment
- Marking and written feedback
- Parent consultation sessions
- Annual reports and annual reviews
- Supply teacher stamp

Feedback should identify what has been done well and areas which still need improvement. The feedback will then need to give guidance on how to make that improvement.

All work that is recorded in books should be responded to using the agreed marking and feedback strategies identified in this policy.

Pupils need feedback that they can make use of and where they are able to understand the main purpose of learning and what they need to do to achieve this. To really succeed, pupils must also learn to peer and self-assess. Research suggests that self evaluation and shared feedback have greater impact on raising performance than frequent testing or distant marking.

Marking provides teachers with the opportunity to make formative assessment judgements and is therefore an important assessment tool.

Aims

We recognise that marking and constructive feedback has inextricable links with pupils’ self esteem and therefore should:

- Acknowledge effort and achievement
- Celebrate success
- Enhance motivation, independence and initiative
- Develop confidence

Marking and feedback should also:

- Inform children about their progress
- Provide feedback which is personalised; tailored to the individual’s needs
- Identifies areas for improvement and/or development

- Give guidance on how to make improvements
- Encourage a reflective approach to learning
- Encourage self-evaluation through peer and self-marking strategies
- Engage pupils in a “dialogue”

We strive for high standards of attainment and progress and place importance upon the use of formative assessment in achieving this. With a consistent approach throughout the school, marking and feedback assists us in:

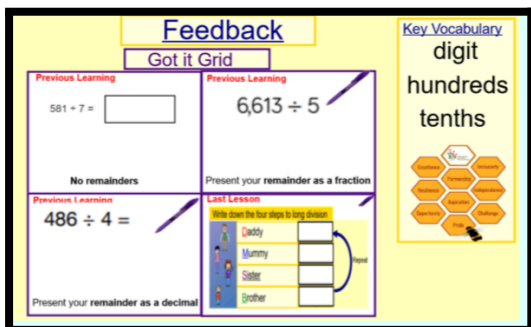
- The process of monitoring standards within the school
- Reinforcing the school ethos and values
- Providing a positive guide for pupils’ learning through marking to success criteria (which children can access, understand and respond to)
- Marks in line with national standards and expectations
- Provides the teacher with an understanding of individual/group’s attainment at the end of the session
- Links to individual pupil’s targets
- Supports a home/school partnership in learning by clarifying teaching methods and providing strategies as a model.

Effective Formative Assessment used in the classroom

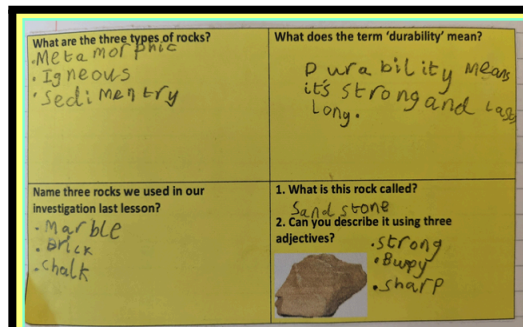
Retrieval Slides

Teachers will ensure each lesson begins with a retrieval slide which will encourage pupils to recall prior learning, address misconceptions or practise a taught skill. This retrieval will cover a range of aspects (**see example below**) and will be completed by the pupil.

a) Got it grids. ‘Got it Grids’ are used throughout a unit of work to assess the children’s learning. The ‘Got it Grid’ is designed to assess prior learning to ensure that the key skills, that are taught, are retained in the pupil’s long term memory.



Year 6 – Maths- Division



Year 3 – Science- Rocks

b) In a Nutshell In a nutshell is used to summarise an area of learning. The pupils will have to consolidate their understanding into one sentence. This is a really useful, effective piece of formative assessment as the children need to really think about the key objective from the lesson.

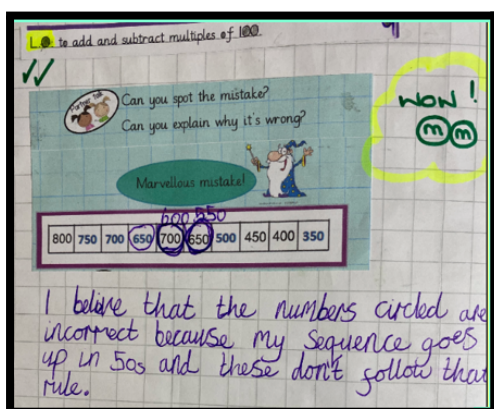


c) 3-2-1. Teachers can use this at the end of the lesson or a series of lessons to recap their understanding. The teacher can choose the questions linked to 3-2-1. e.g. 3 Positive aspects of the Industrial Revolution, 2 Negative impacts of the

Industrial Revolution and 1 question they have about the Industrial Revolution. This type of formative assessment can also be used to facilitate discussions as well as written work.

d) Marvellous Mistake

Marvellous mistakes can be used across a range of lessons either as a starter, main task or plenary activity. This is used to ensure that a pupil obtains depth within subject by identifying the mistake. This in turn shows that the pupil has mastered that particular skill/concept. The mistake may be from a resource or it can be snipped from a pupil's work and shared on screen.



22.09.20
Marvellous Mistake

Why is 9 not a prime number?
What type of number is 9?

4	=	2 + 2
6	=	3 + 3
8	=	5 + 3
0	=	5 + 5 / 7 + 3
2	=	4 + 3

$\sqrt{9} = 3$

Key Vocabulary

Prime Number
Square Number
Square Root

e) Other Retrieval examples:

- Vocabulary work
- Closed procedure activities
- Prove it statements / questions
- Open ended questions which draws upon a range of learning experiences
- Editing work to demonstrate understanding and application of learning
- Skill based questions
- Short quizzes

Peer and self-assessment:

Teachers are encouraged to ensure children take responsibility for assessing their own work in class. This may take the form of peer or self-assessment. This strategy aligns itself with some lessons better than others and should be used accordingly. Not all lessons can be marked using peer and self-assessment.

- Children will be expected to use yellow and green highlighters to mark their work.
- Children will be asked to use the agreed Marking and Feedback codes for Peer and Self-assessment to identify when this strategy has been used.
- Once marked, all books will be reviewed by teachers. Teachers will be expected to use the agreed **LO tick system** in the Marking and Feedback code to acknowledge this. All teacher marking will be in green pen.

Marking of Pupils' English work

A unit of work within English will provide opportunities for children to write for different audiences and purposes. Each of these types of writing will require a different level of detail in the marking made by the teacher.

Extended Writing

Within each term, the children will be required to produce at least two or more pieces of extended writing. These pieces of writing will need to be marked in depth as detailed below:

- Highlight in yellow the features that the writing has included which can be found in the success criteria grid that has either been given to the child or developed by the child. The features identified in the success criteria grid should also be ticked by the child and then highlighted in yellow to say that they are used by the class teacher.
- Mistakes that the child has made will need to be indicated using a green highlighter and should include annotations in line with the marking code.
- Corrections will focus on spelling, grammatical or punctuation errors etc. and these will need to be corrected by the teacher with a maximum of four spelling corrections.
- Time must be allocated by the teacher to allow children to respond to marking.
- Merits will be awarded if the child has worked particularly hard, shown excellent presentation and made good progress within the piece (max 3 merits per piece).
- Teachers will provide children with verbal feedback during the extended writing lessons which will support the child with their editing.
- Once marked, teachers will identify and address any misconceptions that arise from the extended pieces through the use of personalised retrieval slides for their class. This will ensure that misconceptions are addressed, reviewed and practiced instantly to support the class's learning.

Other Pieces of Writing:

During each unit of work there will be other pieces of work (reading comprehension, vocabulary extension, sentence level work, deconstruction etc.) This will need less detailed marking where pupils have the opportunity to self-assess and edit their work. Teachers may also identify mistakes and corrections, highlighted in green. Staff will use the agreed **LO tick system** in the Marking and Feedback code. Guided reading work will only be self-assessed by the children with guidance from the teacher.

Editing work

Pupils are encouraged to edit and improve their own work as part of self-assessment. In English books, humanities, science and learning journals, this will include corrections to spelling, punctuation and grammar, or the re-drafting of a sentence in order to improve its quality. In maths books, this will take the form of correcting errors in calculations or re-doing a problem when an error in the method was made. These corrections and improvements should be made by the pupils using a purple pen, so that it is easily discernible from the teacher's marking.

Marking of Mathematics

Teachers should mark maths work as detailed below:

- All work must be responded to using at least the **LO tick system**
- The teacher / child should highlight in yellow the good features of a piece of work, including correct answers and appropriate working out.
- Children may be required to self-assess and correct errors made in a piece of work, using a purple pen.
- If the child has made just one or two errors in a piece of work or a single mistake in a more complex problem, these should be highlighted in green. It may be appropriate for the child to correct their mistakes next to their original attempt.
- If a child has made repeated errors throughout an exercise, or a more complex problem, then the teacher should not mark the entire piece wrong, but should discuss the errors made with the child at the earliest opportunity –this may be within the lesson as 'live marking'. Evidence of where the error has been made should be identified. TC (from the marking code) will be used to indicate that the teacher has

spoken to the child about this area of learning.

- Any incorrect spellings of mathematical vocabulary or number formation should be indicated with green highlighter and corrected.

A review of what the child has included or achieved within the work is not required in a written comment. Merits will be awarded if the child has worked particularly hard, shown excellent presentation and made good progress within the piece. (max 2 Merits per piece).

Marking of Science and Foundation subjects

Each piece of work will be marked, however a variety of methods may be used.


These may include:







- Marking individual piece of work
- Peer and self-assessment
- Live marking which will be acknowledged through the correct marking code.
- Use the agreed **LO tick system** in the Marking and Feedback code

During the learning journey of a unit of work, pupils will have the opportunity to review and recall previous learning.

Assessment of Science and Foundation subjects

To assess the children’s knowledge and understanding, all children will complete an extended ‘got it grid’ at the end of each unit. This assessment tool will be used to highlight what the children have learnt and identify areas which require further development whilst also clarifying any misconceptions.

Year 4: History Autumn 2 Topic: Anglo-Saxons How did life in Britain change under Anglo-Saxon rule?	
1. What does BC and AD stand for? (1 mark) a. before Christ and after death b. before Christ and Anno Domini	2. Name 4 natural resources that Caesar invaded Britain for. (4 marks) 1. _____ 2. _____ 3. _____ 4. _____
3. When did Caesar attempt to invade Britain? (1 mark) a. 53BC and 54BC c. 53AD and 54AD b. 54BC and 55BC d. 54AD and 55AD	4a. Which Emperor successfully conquered Britain? (1 mark) 4b. Why was he successful? Give 2 reasons (2 marks) _____ _____ _____
5. Circle 4 reasons why the Roman army was so powerful? (4 marks) Soldiers were taller Tactics were more advanced They trained a lot Every man had to join Better weapons Better armour	6. Who is this? And what did she do? (2 marks)  _____ _____ _____ _____
End of topic discussion tick box: How did life in Britain change under Anglo-Saxon rule? <input type="checkbox"/>	

Are all rivers the same as the River Thames?	
<p>Previous learning: Match the vocabulary to the definition.</p> <p>River The starting point of a river. These are usually in mountains or big hills where it precipitates a lot.</p> <p>Physical Geography The end of a river: the water goes into a lake, sea or another river.</p> <p>Mouth A large natural stream of water that flows over land into a lake, river or sea.</p> <p>Source Looking at natural features in the world - not human-made.</p>	<p>Previous learning: Match the photos of River Tees to the different parts.</p> <p> Middle course  Upper course  Lower course</p>
<p>Previous learning: In what ways could the Amazon River be used to support humans?</p> <p>_____ _____ _____ _____</p>	<p>Previous learning: Explain how this links to the water cycle.</p> <p> </p> <p>_____ _____</p>
<p>Previous learning: Write true or false next to these statements.</p> <p>During periods of prolonged drought, decreased evaporation and increased precipitation rates lead to reduced water levels in rivers, impacting their flow and volume.</p> <p>Floods can erode riverbanks, alter course pathways and deposit sediment, reshaping the river's physical characteristics.</p>	<p>Previous learning: Here is a map of the course of the River Thames. Can you find the source and mouth of the river?</p> <p></p> <p>_____ _____</p>
Partner talk:	

General marking

TC (marking code) may be used to show that a pupil has received feedback and support from the class teacher or adult within the lesson, also known as live marking. This may be used for example: to extend the pupil’s work and thinking or to clarify misconceptions.

All work that is recorded in books should be responded to using the agreed marking and feedback strategies.

Live marking

Research shows that meaningful feedback delivered in the lesson can make it easier for students to improve. Live marking permits the teacher to give students concise, regular feedback during the lesson that can be acted on immediately. It also allows for teachers to identify common misconceptions and address them instantly. This will usually be identified as a TC- teacher chat.

Pupil Feedback

Children will be regularly given the opportunities to respond to the teacher's marking and review their learning. The child will be encouraged to use a purple pen to record any responses to marking / feedback.

Low-level weeks

During low-level weeks, all teachers will record 'low level week' at the top of the page. There is no expectation that any further written marking is required. Teachers would be encouraged to provide children with verbal feedback if a specific comment needs to be made and for children to self mark work as much as possible.

Periods of absence

If for any particular reason a child is away from school for a number of days, the teacher should record their absence within the book. This would also include residential visits and other periods when normal lessons are not in place.

Merits

At Hampton Junior School we use merits to celebrate children's success and achievements. Furthermore, it is a way in which to reinforce positive learning behaviours and high expectations. By awarding merits, the children are aware that their piece of work has been completed to an excellent standard and that the teacher felt they deserved extra recognition for their work.

Merits are directly related to the written work the children produce and is recorded in the designated book. Merits should be awarded once a piece of work has been completed and during the marking process or during live marking by the teacher.

Teacher discretion must be used when awarding merits. A maximum of 3 merits should be awarded at any given time for a piece of work. For example, once a child has completed an 'Extended Write' it would be appropriate to award a maximum of 3 merits however, a simple piece of sentence level work would warrant 1 merit.


A child will be aware that they have been awarded a merit by reviewing their feedback and looking for an M. The number of M's indicate the amount of merits awarded for that piece of work.

If a merit has been awarded, the child will then record this in the back of their Home School Diary. Once a child has recorded their merit, they should cross out that merit in their book to indicate they have recorded it in their diaries.

Supply / Cover teachers

Supply teachers will be provided with a pink 'supply teacher stamp'. This should be used to acknowledge all work in books taught by a supply teacher.

Marking and Feedback Code

Seen in children's work	What it means
Yellow highlighter	Good features or areas in line with the success criteria.
Green highlighter	Mistakes or areas for improvement
SP	Spelling error
S	Supported in class by an adult
//	New paragraph needed
^	Something missed out
	Error
TC	Teacher chat – speak to your teacher
LO✓	Working towards
LO✓✓	Met
LO✓✓✓	Greater depth
M	Merit
Low Level week	During Low Level week teachers will provide verbal feedback and use agreed marking codes.
Supply Stamp	All marked work by the supply teacher must be stamped.

*3 ticks will only be awarded in maths and writing lessons as these are the subjects in which the child can obtain the GDS standard. All other lessons will have either 1 or 2 ticks by the learning objective.