



# Hampton Junior School

## Marking and Feedback policy

<b>Version</b>	<b>Date</b>	<b>Review date</b>	<b>Comments</b>
1	October 2010		Whole staff
2	December 2012		Whole staff
3	May 2014		Whole staff
4	September 2017		Reviewed at SLT and shared with all staff
5	January 2018	January 2020	Reviewed following staff survey
6	January 2019	Jan 2020	Info added about merits
7	Nov 2021	Aut 2022	Updated marking procedures as per T & L policy 2021
8	Jan 2023		Targets section added

**‘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 (denoted with a verbal feedback stamp)
- One-to-one discussions/target sessions
- Peer-assessment
- Self-assessment
- Marking and written feedback
- Parent consultation sessions
- Annual reports and annual reviews

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 purposes 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”

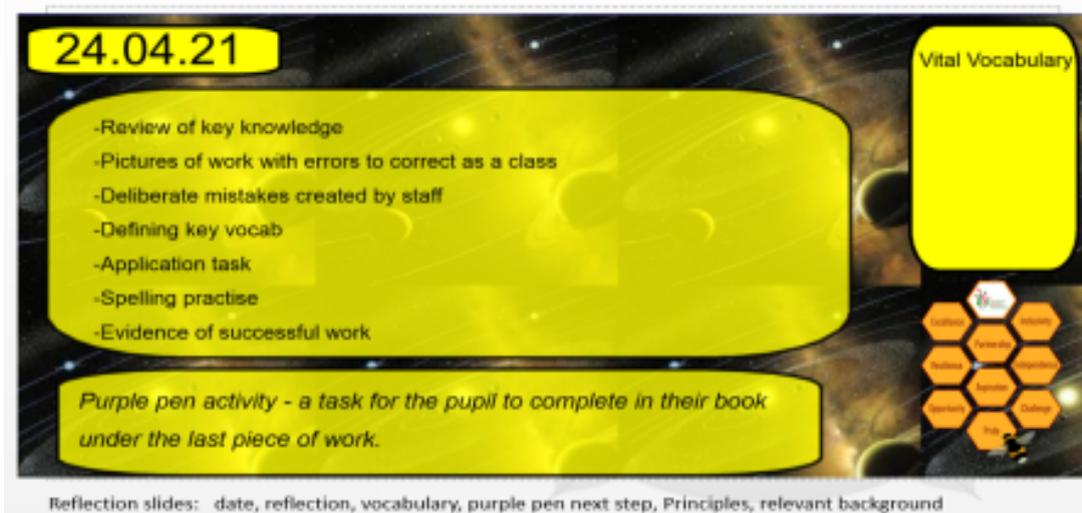
We strive for high standards of attainment and progress and place importance upon the use of formative assessment in achieving this. With a consistency of approach throughout the school, marking and feedback assists us in:

- 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**

#### **Feedback Slides**

Teachers will complete Feedback slides for all subjects once the books have been marked. This feedback will cover a range of aspects (**see *example below***) and will be completed by the student in purple pen or through a discussion task to recap on key vocabulary.



#### **a) Got it grids.**

Got it Grids are used throughout a topic to assess the children's learning. This will be completed as part of the teacher's feedback slides where key vocabulary is displayed. The Got it Grid assess 3 boxes for previous learning and 1 one box for the last lesson. This is to ensure that the key skills, which are taught, are retained in the pupil's long term memory.

## Year 6 – Maths- Division

**Feedback**  
Got it? Good

<p>Previous Learning</p> $382 \div 7 = \square$ <p>No remainders</p>	<p>Previous Learning</p> $6613 \div 5$ <p>Present your remainder as a fraction</p>										
<p>Previous Learning</p> $486 \div 4 =$ <p>Present your remainder as a decimal</p>	<p>Last Lesson</p> <p>Present your remainder as a fraction</p> <table border="1"> <tr><td>1/2</td><td></td></tr> <tr><td>1/3</td><td></td></tr> <tr><td>1/4</td><td></td></tr> <tr><td>1/5</td><td></td></tr> <tr><td>1/6</td><td></td></tr> </table>	1/2		1/3		1/4		1/5		1/6	
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Key Vocabulary  
digit  
hundreds  
tenths

## Year 3 – Science- Rocks

<p>What are the three types of rocks?</p> <p>Metamorphic Igneous Sedimentary</p>	<p>What does the term 'Durability' mean?</p> <p>Durability means it's strong and long.</p>
<p>Name three rocks we used in our investigation last lesson?</p> <p>Marble Gneiss Schist</p>	<p>1. What is this rock called?</p> <p>Sandstone</p> <p>2. Can you describe it using three adjectives?</p> <p>Strong Bumpy Sharp</p>

**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.

**3-2-1**

Write down 3 positive impacts of the British Empire:

- 1) They helped provide education to children.
- 2) They helped create infrastructure.
- 3) Lots of different cultures were introduced - leading to diversity.

List down 2 negative impacts of the British Empire:

- 1) They forced other cultures to believe in a Christian God.
- 2) They made and supported the Transatlantic Slave Trade.

Write down 1 new key word you learnt during the lesson:

1) Transatlantic (trading people or things across the Atlantic Ocean)

**3 - Adverbs to describe walking**

**2 - Adjectives to describe this gnome**

**1 - Simile to describe a tree**

**Example**

**Yr 3- PSHE - When things go wrong**

Playground Disputes

3 solutions to the problem  
2 aspects they should have perhaps done differently  
1 area they could go to, to calm down.

**Example**

**Yr 5 History - Tudor Artefacts**

A

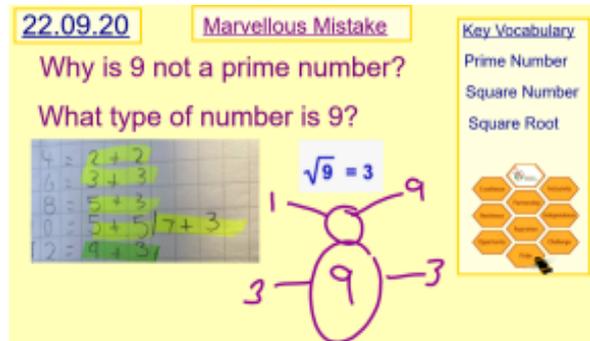
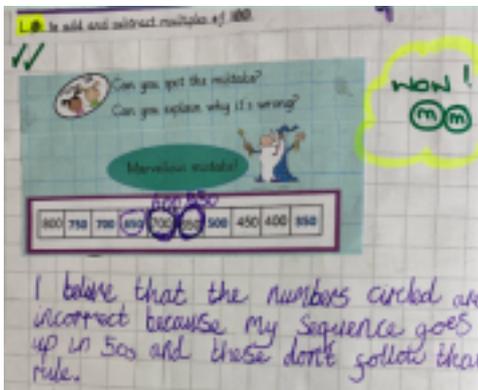
B

discuss

3 differences  
2 similarities  
1 question you would ask about Source A

### 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 particularly skill/concept. The mistake may be from a resource or it can be snipped from a pupil's work and shared on screen.



#### Explain the mistakes

**24 + 37**

**Mistake 1**

A number line starting at 24 and ending at 60. There are four jumps: three of +10 (to 34, 44, 54) and one of +7 (to 60).

**Mistake 2**

$$\begin{array}{r} 24 \\ + 37 \\ \hline 51 \end{array}$$

**Mistake 3**

$$24 + 37 = 511$$

### e) Memory Matrix

Memory Matrix is a 2-dimensional diagram. The diagram is divided up into row and columns. The table is used to organise information and identify relationships in the content.

The Industrial Revolution	Positive Impacts	Negative Impacts
Families migrating to towns and cities	More jobs were available.	Poverty was noticed due to a high population.
Using machinery to produce goods	They were faster than humans.	People injured themselves.
New inventions being created - steam engine	Transportation was quicker.	Created pollution.

5

Yr 3 - Science Animals Including Humans			Yr 4 - RE- Hindus				
Type of Skeleton	Pos	Con	Lord	Lord and Sonaka	Lord and Son	Others	Creators
Endoskeleton			Adhwa				
Exoskeleton			Brhmas				
Hydroskeleton			Shiva				

## **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, children will place their books in one of two piles. The first being where they have answered all the questions correctly or feel confident that they have achieved the LO (learning objective). Teachers will be expected to use the agreed **LO tick system** in the Marking and Feedback code to acknowledge this. The other pile is where feedback is required due to a number of errors or if the child feels that they require further support. The teacher will mark these books providing at least one next step. All teacher marking will be in green pen.
- Reflection shapes will also be used to support children in reviewing their learning.

## **Marking of Pupils' English work**

### **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.
- Once marked, teachers will be expected to use the agreed **LO tick system and marking codes** to acknowledge the work and provide further feedback if needed. All teacher marking will be in green pen.
- Reflection questions will also be used regularly to support children in reviewing their learning.

## **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 triangle that has either been given to the child or developed by the child. The features identified in the success criteria triangle should also be ticked / highlighted in yellow to say that they are used either by the class teacher or by the child as part of peer or self-assessment.
- 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.
- At the end of the piece of writing, the teacher should identify one or two targets which will be identified with a 'T' allowing the child to make improvements in future pieces.
- Time must be allocated by the teacher to allow children to respond to marking.
- Merits will be given if the child has worked particularly hard, shown excellent presentation and made good progress within the piece (max 5 Merits per piece).

### 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 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.

### Targets

It is important that pupils have a clear understanding of what they need to do to improve their own work, and how to do this successfully. Teachers provide continuous feedback throughout lessons but will also ensure that pupils have individual targets set for Maths and English. These targets are reviewed during 'target time'. This is a planned session where time is allocated to review work and reflect on targets (both individual, group and whole class). This should occur at least once every 2 weeks.



Maths targets are identified via the pre-assessments completed at the beginning of

each unit of work. The target will be written on this test which can be found in the pupils individual work book. English targets are linked to writing and are generated as part of the writing process and are recorded on the success criteria triangle.

## 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 given 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.

## 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 that can be acted on immediately. It also allows for teachers to identify common misconceptions and address them instantly.

## **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 and mark all work using the agreed **LO tick system** in the Marking and Feedback code- ideally this will occur in the lesson or get the pupils to self mark their work. 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.

## **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 5 merits should be awarded at any given time for a piece of work. For example, once a child has completed a 'Big Write' it would be appropriate to award a maximum of 5 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.

## 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	Support
//	New paragraph needed
^	Something missed out
	Error
TC	Teacher chat – speak to your teacher
LO✓	Working towards
LO✓✓	Met
LO✓✓✓	Greater depth
M	Merit
T	Target
Low Level week	During Low Level week teachers will provide verbal feedback and use agreed marking codes.

