Clifford Community Primary School and Nursery
Marking and feedback guidance

Marking

Rationale

We recognise the importance of feedback as one of the key principles of effective teaching and learning.
Teaching Standard 6 (2012) requires teachers to:
'Make accurate and productive use of assessment, and to give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

Effective feedback should:

- Be meaningful, manageable and motivating.
- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Provide specific guidance on how to improve.
- Feedback delivered closest to the point of action is most effective.

In addition, we have considered the recommendations from the DFE around reducing teacher workload, in particular written marking.
Research has shown that effective feedback has a significant impact on raising achievement.

Presentation for children – write in pencil and make corrections (editing) in green pen. Rubbers are not to be used except to correct errors in diagrams, tables and/or art work.

Types of marking

1. **Immediate marking, at the point of teaching**

Adults –

- Any areas where a child needs to correct their learning, for example a missing capital letter in the expected place or an incorrect maths calculation should be highlighted in PINK. Be wary of over use of pink – most children will just need one or two pink reminders if the error is frequent – i.e continued incorrect capital letters. Also reconsider the child's understanding of a concept if there are multiple errors – maths is a strong example where this may happen.
- Any areas of success that can be seen immediately in live marking to be highlighted in YELLOW. This works particularly well when marking maths calculations or a child has included a writing feature from the learning objective – speech punctuation for example.
- Any adult writing to be in PURPLE pen – this will be pertinent in modelling a maths calculation layout or perhaps a sentence starter for those in need of this adaptive strategy.

Children –

- Correct any errors highlighted in GREEN pen.
- Use any adult modelling as a format for their subsequent work – maths calculation layout or the completion of a sentence where a starter has been used. This is to be completed in pencil as part of 'normal' work presentation.

2. **Summary, towards the end of a lesson.**

- Where appropriate, children may be asked to use the knowledge note to check spellings and facts etc. Children may also be asked to 'tick' on the knowledge note where information, or facts have been used.
- Children may self-mark/peer mark their work in the lesson via a whole class model of correct answers. This will be done in green pen.

3. **Review, after the lesson has ended**

Adults –

- Highlighters are to be used to indicate successes and also points for development. Highlight the learning objective/learning question itself using YELLOW when a child has achieved that learning objective/sufficiently answered the learning question (history for example). *This will replace the use of stamps.
  Leave blank if the child has not been completely successful in the lesson.
- For writing only – locate ONE example of the learning objective from the texts written by each pupil and highlight in yellow along with the learning objective. This will clearly show, to each child, how they have been successful and will avoid any further written comments about what they have learned. E.G – if the learning is to **'Use and to join sentences'** – then you find and highlight a correctly used 'and' in the child's work.
- Use your professional judgement as to how much content is marked to establish if the pupil has understood the learning. If you are satisfied after 2 paragraphs for instance, then you do not need to mark more, especially if the child has written lots of paragraphs.
- Improvements **may** be indicated in pink by the adult for the child to complete in the next lesson if this is deemed suitable to either enhance the learning or iron out any further misconceptions.
- Consider your adaptive measures/pre-key stage allowances in marking. If the child has shown they have reached whatever learning target/objective was set using the adaptations, then the learning objective/question can still be highlighted as achieved.

Children –

- Complete any improvements suggested by the teacher at a suitable time (after lunch/morning work the next day etc) in green pen.

<u>CUSP writing</u> –

- At the end of each CUSP unit of writing a 'Recipe for Success' checklist is used by every child.
- KS1 – with adult support, either in small groups or as whole class (teacher discretion on how best to carry this out) go through each item on the list one at a time and children to find ONE example in their work. Draw upon the model text and any teacher/whole class developed examples to help the children locate these list items.
- KS2 as able - the child numbers the items on the list and locates TWO examples of each item in their own writing. If they are able to locate two, they can tick in their box. After the lesson, the adult will use the same checklist and indicate where improvements are needed by NOT ticking in a box where an example has not been found. This then informs both teacher and pupil what they are to focus on within the next piece of writing.

For all marking, refer back to any pinked areas - for example, incorrect use of capital letters, in subsequent lessons. Is the pupil repeatedly making this same mistake? Do they then need a reminder image/sheet or intervention in order to correct this error?

NOTE – in all areas of marking, once any learning objective/learning question has been highlighted (or not), there is no further need for any other written remarks or marking codes such as verbal feedback given; VF; Sp; well done, you have…; lovely work etc.

Any comments made should only be used to challenge/further develop the learner and are best used in maths. E.Gs – try this calculation again, have you thought about __ number, is this a square etc?