



At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Marking for feedback

(Written in consultation with staff, pupils, parent and governors)

Approved: January 2024

Date of next review: January 2025



The Purpose of the Marking Guidance

The purpose of this guidance is to make explicit how the teaching team mark children's work and provide feedback. All members of staff are expected to be familiar with the guidance and to apply it consistently.

The Need for Marking Guidance

It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against 'I can' and success criteria. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. We recognise that the teaching team consists of teachers, teaching assistants (LSAs/HLTA). Therefore we expect all members of staff to take responsibility for providing children with marking and feedback on their learning.

The Principles That Guide the School's Approach to Marking and Feedback

Marking and feedback should:

- To be seen by children as a positive approach that impacts their learning.
- Give recognition and praise for achievement and clear strategies for improvement.
- Respond to individual learning needs taking opportunities to mark face-to-face and respond immediately.
- Have an impact and move children's learning on.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Relate to the 'I can', success criteria or targets.
- Inform future planning.
- Involve all the teaching team working with the children.
- Use consistent codes across the school.

Marking and feedback strategies include:

- Verbal Praise/ feedback/ House Points
- Written annotations
- Response/ self-marking
- Children annotate their own work and pictures and respond to marking
- Peer marking
- Group and class feedback
- Oral dialogue with children about their learning
- Use of marking symbols

Comments should:

- Be positive, indicating what has been done well.
- Indicate an area which would be "even better if...".
- A question about the pupils next step in learning

Guidance: Next steps in marking

- Should identify what has been done well and what still needs improvement
- Give guidance on how to make that improvement
- Need to be focussed on specific learning points to avoid 'information overload'

There are three types of improvement prompts:

- Reminder (reminding the child of the 'I can')
- Scaffold (providing examples of what they need to do)



- Example (giving exact sentences, words or phrases to copy)

Examples of literacy improvement prompts:

- Challenge:** *How would David be feeling after Sam had run away?*
- Consolidate:** *What was the monster doing? 'The monster was so angry that he'*
- Example:** *Choose one of the following to make your work even better or try and think of your own sentence.*
'James was a kind, likeable boy with a great sense of humour'
'James was easily bored and liked lots of attention'

Examples of numeracy improvement prompts:

- Challenge:** *Say more about.....*
Explain why you think this is.....
- Consolidate:** *question – Can you explain why?*
directive - Please check answers by.....
Unfinished sentence – The numbers in the sequence are
- Example:** *Choose which of these is correct...*

Examples of other improvement prompts

- 'I can' achieved! You have done well at...
- Improve by making sure you...
- Don't forget to... Try this tomorrow.
- Question:
 - Try question 10 again?
 - How do you think you can improve this work?

The Pupil's Role in Marking

The pupils are expected to self-assess or peer assess their work during and end of the lesson against the 'I can' and success criteria and to make improvements.

If the work has been distance marked against the 'I can' and success criteria, the pupils will be given the opportunity to respond to the comments, and make any corrections that they feel are appropriate. The aim of all feedback and marking is that it becomes a two way communication between the pupils and the class teacher to enable next steps in learning.

Children's response to the feedback

- Children should be given planned time during and after the learning to read, consider and respond to the written feedback the teacher has provided, using a **green pen and all other adults using orange pen.**
- Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in their next piece of work as a result of the feedback they have received
- All children should sometimes be encouraged to self-evaluate and older children should be encouraged to identify their own successes and look for an improvement point
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement

Home Learning

All home learning tasks will be marked as appropriate. This may sometimes be verbal feedback in the case of practical tasks. All children should know that their work has been valued.

Monitoring and evaluating this guidance



- This guidance will be monitored through further consultation of staff and through the planned reviews
- Children’s books will be monitored by the Leadership team, with written or verbal feedback given to individual members of staff or year groups
- Where appropriate, subject leaders will highlight good practice and areas for development, in a summary document or discussion, for all staff to consider and discuss

The effect of marking on attainment

Research has shown that consistent and effective marking, as documented in this guidance, has a significant impact on raising achievement.

In-depth Marking

In English and Maths, each child should have very regular in depth marking. This marking will be based on the child’s needs and must have significant impact on children’s learning. Teachers should focus first and foremost upon the ‘I can’ and success criteria of the task as well gaps in children’s learning. The emphasis should be on both successes against the ‘I can’ and the targets necessary for the child to improve.

English and Maths, teachers should:

- Identify a target and discuss with the child to support them to improve their future learning.
- Children must be given chance to respond with **purple pens**.
- Use further symbols as shorthand, pupils must be made clear about what the symbols represent

Cursive handwriting should be modelled by the adult. The symbols to be used in all classes are as follows.

Marking Symbols	
	A tick will be used to indicate a correct answer where highlighting is not appropriate.
	Two ticks will be used to indicate most successful outcomes against the I can or success criteria.
	Next Step: This will identify a goal or a challenge for children to achieve in their learning. This may be to edit an existing part, respond to a question or try something new. This will also be used to indicate errors in spelling. The correct word should be spelt and then the children must write it out three time correctly e.g. Went x 3 went went went
	Verbal discussion with the child during the lesson.
	<u>Specific for LSAs</u> Support given during learning by the teaching team to address a misconception.
	Supply Teaching or HLTAs



Green Highlighter	When children are self-assessing or peer-assessing to indicate achievements regarding 'I can' or success criteria. Children will be given time during learning to review this feedback and make appropriate changes.
	<u>NO stamps to be used.</u>