

Emmer Green Primary School

Marking and Feedback Policy (September 2024)

At Emmer Green Primary School, we have developed an approach to feedback based on the question 'why are we giving this feedback?'

The sole purpose of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work.

Rationale:

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. This can often be achieved without extensive written dialogue or comments (Eliminating unnecessary workload around marking Report of the Independent Teacher Workload Review Group March 2016)

Responding to children's work is key to the assessment of the performance, progress, and the raising of standards throughout our school. It informs and enables staff, children and parents/carers in this process. Marking must be clear to the children and enable them to progress whilst being a manageable task within teachers' workload. However, marking is just one element of feedback which can also take the form of dialogue, verbal comments, as well as self-marking and peer marking.

The way in which we respond to pupil's work communicates signals to our pupils. These signals are likely to affect their own judgements and feelings about their levels of achievement/attainment and the ways in which they are working.

Written Feedback

For written feedback, we use pink and green highlighter pens that indicate:

'tickled pink' - the work meets the learning objective.

'growing green' - the work could be looked at again for further development.

A written 'S' next to the piece of work - can be pink or green highlighted. This shows that the pupil was supported during this lesson to achieve the learning objective or who may still require further support.

If the learning objective is met, then the marker can highlight the learning objective in pink rather than the whole piece of work. This is a sufficient indication that the piece of work has been seen, acknowledged and meets the criteria of the lesson.

Across the school, the children are very familiar with the 'tickled pink, growing green' highlighting and these can be used in all subjects where appropriate.

In Year 2 and 6 books, a blue highlighter is used when a pupil has reached a greater depth standard in their work.

It would be expected that books are either peer-marked, self-marked or pink and green highlighted and all should be evident in the books so the pupils receive varying forms of written feedback.

We also use code marking to mark writing. See appendix 1 at the end of this policy for the codes we use in each phase of the school.

Other Forms of Feedback

Feedback is given in other ways other than in the written form. Other kinds of evidence are needed to demonstrate how teaching is helping pupils to progress as referred to in the School's Implementation policy. The school has put together a table to show how teachers and other support staff provide feedback to pupils and also how the leadership team will monitor and support this.

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Show-Me Boards - A rapid and effective way of gauging whole class responses when used with clear expectations and parameters. Pupils understand they have thinking time and we use well known vocabulary such as '3-2-1 and Show Me' as part of this routine method. This is then used to inform next steps and to give verbal feedback and support. • Whole Class Feedback - When appropriate, teachers give pupils whole class feedback in order to give short, effective feedback when trends of success or areas of development are prevalent. The information is shared in order for pupils to have both focus and opportunity to make improvements. • Extend and Adapt your Answer - By implementing this technique we are setting high standards for verbal responses and support pupils to produce high quality responses. Teachers support the pupils to develop and improve their responses through modelling and specific feedback so the pupils know how to improve their answers. • Pupils use a purple pen to polish/edit their work in English. The editing and refining process is an essential process to improving work. This is guided by the teacher. • Self and Peer Evaluation - Teachers give pupils opportunity to both self-mark and edit and to work in partnership with peers to improve their work • Teacher praises effort and contributions. 	Lesson observations; learning walks.
Responsive	<ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. • Delivered by a teacher or teaching assistant 	Learning walks; books, lesson observations.
Summary	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. 	Planning; lesson observations; learning walks; books.

	<ul style="list-style-type: none"> • Allocates time for editing based on feedback given or rehearsal of knowledge. • Pupils may traffic light their own work at the end of the lesson and set themselves a target. For Example: I need to learn my 7X table. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant. 	
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Feedback in Reception:







- Observations are recorded in Reception and annotated where necessary, giving the context to the piece of work and/or recording the 'voice of the child' which supports practitioners in the assessment of the child's overall understanding and attainment. Written comments are made to assist the teacher during assessment and to give feedback to parents, rather than directly for the child.
- Annotation and verbal feedback is always positive, focusing upon the evidence of what the children can actually do independently and supports their next steps.
- All evidence within the children's books is dated.
- All work is referenced to the Development Matters age bands and Early Learning Goals and also the Characteristics of Effective Learning. This supports the tracking of individual children's progress and is used to inform the planning for the children's unique next steps which is shared with parents.

Marking Writing: see Appendix 1

Code Marking: Since September 2018, writing has been marked using a code system, alongside pink (positive feedback) and green (development point) highlighting. Pink highlighting is important because it values effort and achievement, and green highlighting quickly guides the child to areas of improvement. Marking with codes and colours is with the aim to focus on specific skills rather than to give generic praise. Codes to be used are age appropriate and progressive, introduced to the children at the start of the academic year and copied into the children's books for reference.

Appendix 1 Code marking






Year 1 Code Marking

Year 1 Marking Symbols			
FS			 <i>Next Steps</i>
Finger Spaces	Neat Handwriting	Keep your writing the same size	Full Stops
			CL
Sound it out	Read it	Exciting Words	Capital Letters

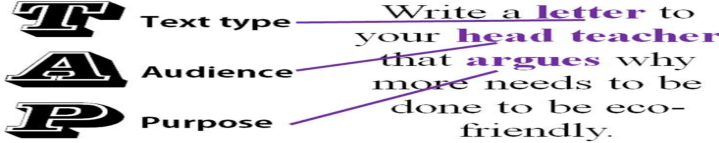




Year 2 Code Marking

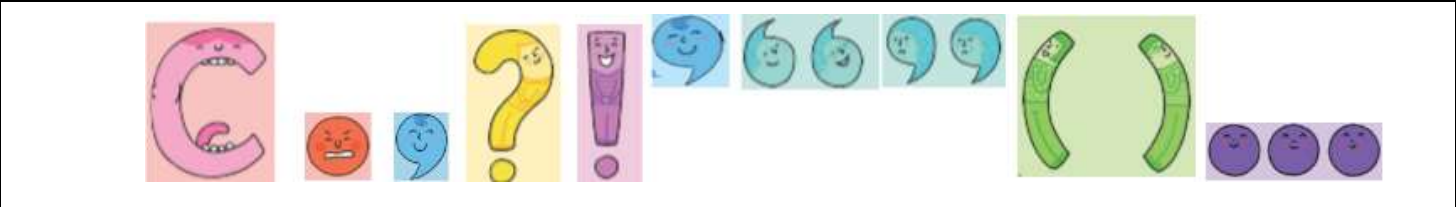
Year 2 Marking Symbols





		FS		PP
Finger Spaces	Neat Handwriting	Full Stops	Conjunctions	Purple Pen improvement
		CL	T	! , ?'
Spellings	Read it back	Capital Letters	Tenses - past or present?	Punctuation

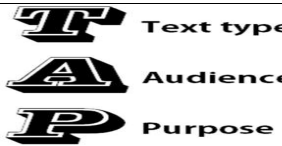



Year 3 & 4 Code Marking



Code	Skill	Example
A	<p>A is for Audience Who are your readers?</p>	 <p>Write a letter to your head teacher that argues why more needs to be done to be eco-friendly.</p>
CH	<p>CH is for Character What is your character like? What do they look like? What is their personality? Do they have good or bad traits?</p>	 <p><i>In the moonlight, Sophie caught a glimpse of an enormous long pale wrinkly face with the most enormous ears. The nose was as sharp as a knife, and above there were two bright flashing eyes, and the eyes were staring straight at Sophie. There was a fierce and devilish look about them.</i></p>
C	<p>C is for Conjunctions Have you made your sentences longer or joined them together?</p>	
D	<p>D is for Dialogue Have you used speech? Does the dialogue tell you more about the character? Does it move the story?</p>	 <p><i>'Wait!' said Joyce, screeching to a sudden stop.</i> <i>"Why? We've got less than five seconds before we're buried forever!" yelled Rob.</i> <i>Joyce looked behind her at the crumbling walls. "We're not the only ones in here."</i></p>
E	<p>E is for Entertainment Is your writing enjoyable to read? Is it full of emotion, action and unique characters?</p>	 <p><i>From the top of the London Eye, London looks like a toy town - a perfect miniature. Toy cars move smoothly and silently as if driven by an invisible hand; the Thames curves beneath you - blue and twinkling in the sun or, on a cloudy day, steely grey. Big Ben towers over the Houses of Parliament and St James Park sweeps away towards Buckingham Palace.</i></p>

<p>FA</p>	<p>FA is for Fronted Adverbials</p> <p>Have you started your sentences with fronted adverbials? Are you starting your sentences in different ways?</p>	<table border="1"> <thead> <tr> <th>How (Manner)</th> <th>How often</th> <th>Where (Place)</th> <th>When (Time)</th> </tr> </thead> <tbody> <tr><td>Angrily,</td><td>Again,</td><td>In the dark forest,</td><td>Afterwards,</td></tr> <tr><td>As fast as he could,</td><td>Always,</td><td>Around the corner,</td><td>After a while,</td></tr> <tr><td>With Clumsy footsteps,</td><td>Constantly,</td><td>Around the tent,</td><td>All of a sudden,</td></tr> <tr><td>Awkwardly,</td><td>Monthly,</td><td>Back at home,</td><td>Already,</td></tr> <tr><td>As carefully as possible,</td><td>Every day,</td><td>Behind the door,</td><td>Always,</td></tr> <tr><td>Shaking with terror,</td><td>Every hour,</td><td>Below the river,</td><td>At break time,</td></tr> <tr><td>Courageously,</td><td>Every minute,</td><td>Down at the beach,</td><td>Today,</td></tr> <tr><td>Eating quickly,</td><td>Every month,</td><td>Beside the lake,</td><td>As soon as possible,</td></tr> <tr><td>Quite Cheerfully,</td><td>Every night,</td><td>Downstairs,</td><td>Tomorrow afternoon,</td></tr> <tr><td>Foolishly,</td><td>Every second,</td><td>In front of the fountain,</td><td>During lunch,</td></tr> <tr><td>Frantically,</td><td>Every week.,</td><td>Far away,</td><td>In a few minutes,</td></tr> <tr><td>Gently,</td><td>Every year,</td><td>Here,</td><td>Early,</td></tr> <tr><td>Happily,</td><td>Fortnightly,</td><td>In his bedroom,</td><td>Eventually,</td></tr> <tr><td>Like a monkey,</td><td>Frequently,</td><td>In my bed,</td><td>Immediately,</td></tr> </tbody> </table>	How (Manner)	How often	Where (Place)	When (Time)	Angrily,	Again,	In the dark forest,	Afterwards,	As fast as he could,	Always,	Around the corner,	After a while,	With Clumsy footsteps,	Constantly,	Around the tent,	All of a sudden,	Awkwardly,	Monthly,	Back at home,	Already,	As carefully as possible,	Every day,	Behind the door,	Always,	Shaking with terror,	Every hour,	Below the river,	At break time,	Courageously,	Every minute,	Down at the beach,	Today,	Eating quickly,	Every month,	Beside the lake,	As soon as possible,	Quite Cheerfully,	Every night,	Downstairs,	Tomorrow afternoon,	Foolishly,	Every second,	In front of the fountain,	During lunch,	Frantically,	Every week.,	Far away,	In a few minutes,	Gently,	Every year,	Here,	Early,	Happily,	Fortnightly,	In his bedroom,	Eventually,	Like a monkey,	Frequently,	In my bed,	Immediately,
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<p>S</p>	<p>S is for Setting Where is it set? What country is it? What is the weather?</p>		<p><i>In the silvery moonlight, the village street she knew so well seemed completely different. The houses looked bent and crooked, like houses in a fairy tale. Everything was pale, ghostly and milky-white. (Roald Dahl)</i></p>												
<p>SP</p>	<p>SP is for Spelling Is your spelling correct?</p>	<p>Tips: Sound out your phonics for a tough spelling before writing it. Use a dictionary to check your tricky spellings.</p>													
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Year 5 & 6 Code Marking

Code	Skill	Example
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CH	<p>CH is for Character What is your character like? What do they look like? What is their personality? Do they have good or bad traits?</p>	 <p><i>In the moonlight, Sophie caught a glimpse of an enormous long pale wrinkly face with the most enormous ears. The nose was as sharp as a knife, and above there were two bright flashing eyes, and the eyes were staring straight at Sophie. There was a fierce and devilish look about them.</i></p>
C	<p>C is for Conjunctions Have you made your sentences longer or joined them together?</p>	
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E	<p>E is for Entertainment Is your writing enjoyable to read? Is it full of emotion, action and unique characters?</p>	<p><i>Have you ever wondered what it would be like to have a million pounds? Or a billion? How about a trillion? Or even a gazillion? Meet Joe Spud. ('Billionaire Boy', David Walliams)</i></p> <p><i>Valkyrie Cain hit the parapet and tumbled, unable to stop herself, and with a panicked gasp she disappeared off the edge. ('Skulduggery Pleasant: Playing with Fire', Derek Landy)</i></p>

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berry	butterfly	admiral	sapphire	arctic	seaweed	gherkin	plasticine	basil	crocodile	berry	currant	blush	candy	lipstick	leather	obsidian	spider	blackberry	bat	charcoal	pebble	lead	coin	fossil	powder	frost	porcelain	parchment	rice