



Talavera Junior School
Marking, Feedback and Pupil Response Policy

Policy First Introduced: **June 2010**

Latest Review: **January 2023**

Next Review Planned: **September 2023**

Signed: _____ **A Webb** _____ **(Policy Owner)**

Print Name: **A Webb**

Review Date: _____



Talavera Junior School
MARKING POLICY

POLICY CHANGE HISTORY

Version	Date	Status	Policy Owner	Governor Approval	Comment
1.0	2009		Claire Furzland		
2.0	02/04/14	Complete revision	Laura Tichbon	Helen Barden	Revised due to change of practice in marking
2.1	05/10/15	Complete revision	Amanda Webb		
2.2	2/1/16	Policy adopted	Amanda Webb	-	Revised due to practice
2.3	9/01/18	Revised	Amanda Webb		Revised due to practice / frequency
2.4	21.8.19	Revised	Maxine Cutforth		Revised to match current practise
2.5	9.7.20	Revised	Maxine Cutforth		Writing feedback adjusted
2.6	4.9.20	Revised	Maxine Cutforth		Removal of stickers
2.7	5.9.21				
2.8	6.6.22				
2.9	1.2.23	Revised	Heather Partington		Addition of live marking in 1 x weekly English session



Talavera Junior School Marking, Feedback and Pupil Response Policy

Aims

Regular careful marking and feedback should provide both child and teacher with a clear understanding of how they have performed within their learning. It should highlight achievement for individual children as well as monitoring the whole class as a tool for further planning and teaching / learning. Marking should inform children of how to improve their learning and provide them with an opportunity to respond and improve their understanding by closing the gap to National Standard.

The results of marking and giving feedback will enable teachers to:

- ~Monitor and assess the impact of lesson content and delivery on learning
- ~Encourage high expectations of pupils' capabilities
- ~ Ensure all children are making good progress towards the National expectation or greater depth
- ~Close any gaps in their learning

Principles

- A consistent and manageable method of marking, feedback and pupil response throughout the school
- Marking work promptly and according to agreed guidelines.
- All adults working with the children will be involved in marking and feedback
- Children will be given opportunities to respond to adult feedback and make improvements to their work. Children should make progress through responding to feedback
- Clear strategies for improvement will be given
- Marking and feedback to inform future planning and teaching and learning

Guidance

- In English, marking should relate back to the learning objectives of the lesson and highlight the success in achieving this.
- Children should be made aware of success criteria before beginning an individual piece. Marking stickers must relate to these success criteria.
- Children's work should be marked and the feedback ready for the next lesson.
- Marking must be completed in green pen.
- Stamps must be used to show whether a child worked independently, with a learning support assistant or a teacher.
- Any person marking, who is not the class teacher, should initial the work including job shares and focus teachers
- Verbal feedback through pupil conferencing is used where ever possible alongside immediate intervention. Teachers will discuss feedback with pupils on a regular basis and will record this with a verbal feedback stamp.
- In certain situations, self-marking may be appropriate, as long as accuracy is checked by the teacher.
- A 'close the gap' marking comment, challenge marking comment or an explanation marking comment will be given to the child. They are then given an opportunity to respond to the question.

- Children should be given the opportunity to evaluate either by themselves or with peers.
- All written work will have spelling, punctuation and grammar marked according to the child's ability, known as SPAG marking.
- Teacher's handwriting needs to follow the schools handwriting policy.

Written Work

- >In extended pieces of writing children will underline words they are unsure of and if possible use a dictionary or word bank to self-correct.
- >Response to marking by the child will be completed with purple polishing pens when the work is returned to them.
- > At the end of each extended write children should revise success criteria which must be endorsed by the teacher.

Live Marking

Live marking is promoted within the school whereby targeted children receive immediate intervention within the classroom through high-quality verbal feedback. One day a week within English lessons, teachers can plan in a live marking lesson. This is allocated to a planning or vocabulary lesson and must not be planned on a writing lesson. On the day which teachers have allocated a 'live marking' lesson, the letters (LM) are included into the learning objective. This is used as a signpost to the children so that they know to ask for support and that written next steps will not be given by the teacher like the other lessons in the week.

SPAG Marking

- >The letters 'sp' will also be placed in the margin on the corresponding line which contains a spelling mistake.
 - >Corrected spelling will be given by the teacher if it is felt that the child is not able to find out the correct spelling or use a dictionary. The correct spelling will be written below the word/ sentence/ paragraph. They will then locate and change the misspelt word. The number of corrections need to take account the child's age, ability and person.
 - >If it is a spelling a child should know, they can be asked to re write the word 5 times underneath the work. The child could be asked to add a missing letter or sound. Spelling stickers are also used to correct a specific spelling rule used incorrectly.
 - >The symbol ^ will be used to indicate a missing word.
 - >Incorrect or missing punctuation (including use of capital letters) will be indicated by a small circle in the position where the punctuation should be.
- NB The number of words or punctuation errors marked by the teacher will relate to the ability of the child and the purpose of the writing (e.g. display).

Maths

- >Correct answers will always be marked with a tick (✓).
- >Incorrect answers will be marked with a cross (x).
- >Corrections by the children should be made next to the original work.
- >A demonstration or example by the teacher may be needed.
- >Response to marking will be completed in purple polishing pens.

Reading

- >When a child works with an adult in reading journey, their reading record must be stamped.
- >Work can be pair or group and must be stamped accordingly.
- >Response to marking will be completed in purple polishing pens.





Frequency

<u>Subject</u>	<u>Stamps</u>	<u>Frequency</u>	<u>Expectation</u>
Writing	Independent Teacher assisted TA assisted Group work Pair work Verbal feedback	Extended writes - all 4 x pieces weekly 1 x weekly lesson of live marking where marking is targeted during the lesson	Specific positive comment Success criteria - labels SPAG marked Feedback comment - handwritten (closing the gap, challenge or explanation) Work to be marked with a tick and initial SPAG marked Feedback comment at least 1x per week
Maths	Independent Teacher assisted TA assisted Group work Pair work Verbal feedback	Daily 2 x a week	Correction / self-marking/ peer marking Work to be marked with a tick and initial Feedback comment (closing the gap, challenge or explanation)
Reading	Teacher assisted TA assisted Group work Pair work Verbal feedback	Daily 2 x a week	SPAG marked Work to be marked with a tick and initial Feedback comment (closing the gap, challenge or explanation)
Topic and Science	Teacher assisted TA assisted Group work Pair work Verbal feedback	All pieces	Work to be marked with a tick and initial Feedback comment (closing the gap, challenge or explanation)

**All feedback must be checked and further guidance given where necessary.
Immediate intervention stickers used when necessary.**

Examples of marking/ good practice can be shared and discussed with all subject leaders or SLT.

Appendix 1
Glossary of Stickers

Sticker	Image	Purpose
Close the gap		Children complete a next step to move learning on - all books
Explain		Explain a term or process - requires more detail - all books
Challenge (three stars)		A challenge that could be given to the class - all books
Greater depth extension		Extension/challenge given to a specific group - all books
Tick (Large green tick)		Positive comment that links to the LO - all books but predominantly topic/sketch
Intervention		Where a child has had any form of immediate intervention with any member of staff
Success Criteria	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • <input type="checkbox"/> 	Outlines the success criteria for the lesson, usually completed by the teacher at the end of an extended piece of writing - English books
Grammar Genie		A quick grammar question (can be unrelated to the LO) - goes into English books
Spelling		A next step in the form of spellings - English books
Maths Flash		A quick maths question (can be unrelated to the LO) - goes into maths books
Circle time		Explains that circle time has been completed and what was covered - topic books
P4C (Philosophy for children)		An outline of the key principles/learning covered

