



Reviewed: January 2023
Next review: January 2025

The following texts and resources have been used to inform our marking principles

<https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/written-marking>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

Teaching Walk thrus – Tom Sherrington

The Learning Rainforest – Tom Sherrington

The Reading Mind – Daniel Willingham

Making every primary lesson count – Jo Payne and Mel Scott

A Factorial Experiment on Teachers' Written Feedback on Student Homework, *Journal of Educational Psychology*. 77(2) (1985)

Principles

Feedback is among the most effective strategies a teacher can use to improve the outcomes for pupil's learning (John Hattie 2015).

Each child's development requires our understanding of their needs and personalities and growth within a happy, caring and supportive community. To ensure that this development is on-going and that each child is given the support needed to reach their potential, all marking and feedback must be positive, clear and appropriate in its purpose, productive in its outcomes and related directly to the child.

We see the marking of all work throughout the curriculum as a method of acknowledging the child's achievements as well as a method of providing guidance and highlighting teaching points.

Marking and feedback at Abberley has the following functions:

- to provide pupils (and parents) with feedback and motivate them so that learning outcomes can improve and they know more and remember more
- to inform teachers so that they can plan learning and intervene precisely and effectively
- to inform senior leaders so that they review the school, monitor progress and plan for school development

The following principles apply:

- Marking should be fair and consistently applied by all staff including supply staff.

- Marking should be positive, constructive and sympathetic without ignoring areas of difficulty.
- Feedback should be achievable and not overwhelming
- It needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- Feedback should relate to the learning being undertaken or pupil's targets for development.
- Marking should be undertaken as soon after the work is completed as possible and, where appropriate, the pupils should be involved by being present and being given verbal feedback.

Curriculum

Our curriculum is clearly outlined. Teachers share end points with pupils so that they know the direction of travel and what it is they are striving to achieve. This enables them to become self-reflective learners. Modelling sets a high expectation and this enables pupils to benchmark the standard of their own learning.

Learning

Lessons should have an objective, which includes a key learning verb from the following and others outlined in subject curriculum progression:

Creativity	imagine, design, construct, assemble, formulate, compose , develop, invent, rearrange, generate, produce
Reasoning	compare, evaluate, explain, investigate, conclude, defend, judge, critique, debate, validate, classify, predict, appraise, arrange
Comprehension	summarise, interpret, explain, infer, deduce, classify, locate, annotate, correlate, recognize, outline, label, clarify, calculate, convert, understand
Curiosity	question, analyse, test, investigate, associate, link, categorise, group, measure, hypothesise , predict, observe, innovate, discover, apply
Collaboration	communicate, share, resolve, listen, discuss, play, present, contribute, challenge, encourage, integrate, combine
Perseverance	experiment, improve, modify, calculate, implement, adapt, check , practise
Knowledge	identify, describe, retrieve, recall, distill, define, list, memorise, repeat, imitate, label, duplicate

Children should be informed about what they are learning and how they are to demonstrate this learning. Success criteria should be shared through the clear modelling and explanation of the steps the children need to take. Feedback and marking should reflect on the child's level of achievement against the intended learning criteria. Whilst the school follows a set curriculum and progression, the intended learning outcome may vary between individuals.

Strategies applied at Abberley

Whole class verbal feedback

At the start of each lesson, pupils recap learning from the previous lesson or unit. Common misconceptions are corrected and discussed.

Individual verbal feedback

For individual misconceptions that will prevent pupil progress, pupils receive targeted verbal feedback through intervention during the lesson, following the lesson or as part of the next lesson.

Active marking

Work is marked in front of the child and feedback provided. Where appropriate this includes ticks for correct answers and dots for incorrect answers. Pupils can then improve outcomes by adapting what they are doing or use their pupil polishing pens to correct misconceptions or mistakes made previously.



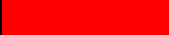
Targets

Children have focused targets in English and maths. These are recorded and updated in English books and Big Maths folders. These targets follow the schools progression through calculation and number and writing.

Objective marking

Objectives should be marked prior to the following lesson. This informs pupils of the extent to which they have achieved the objective and intended outcomes. It informs teachers of those who need intervention and assists with planning for and pitching the degree of challenge for the following lesson.

The teacher should mark the lesson objective with a coloured pencil or highlighter as follows

	The child has worked positively and made at least the expected progress against the learning objective and met the age related expected standard
	The child has generally worked well, but needs more practise to make secure progress against the learning objective or expected standard
	Progress against the learning objective is not evident and the curriculum related standard has not been met

Ticks and Dots

Correct answers are ticked. Incorrect answers are dotted.

Vocabulary and spelling

Key vocabulary of the lesson (or age appropriate words) should be used and spelt precisely. If spelling of key vocabulary is incorrect, teachers should write this at the end of the task in pink. Pupils should write the correct spelling three times next to the word. For those with a specific weakness in spelling, the teacher should use their professional judgement around where corrections should be targeted. If children have key word lists as an intervention, these should be the focus for improvement.

Success criteria and checklists

These should be used for extended pieces of learning where application is used (outlined later in subject specific criteria). Checklists may include self and peer assessment and must include teacher assessment. When marking, the teacher will use the traffic lighting system to indicate the degree to which the child has met the criteria or checklist.

Class or peer appraisal

Less formal feedback may be given at the end of a unit. Children will discuss outcomes together and give areas of strength and development. These may be verbal or written down.

Self-marking

Children are shown the correct answers and use a purple pen to mark their own work correct or incorrect.

Mini-quizzes

These are used to determine the extent to which knowledge has been retained. Children take a quiz which includes ten multiple choice questions. They get given a score out of ten.

Active formal assessment

Pupils are involved in and engaged in their own formal assessment. For example, during phonics assessments. During this they can see areas of strength and areas to develop. This information is discussed with them as part of the assessment process.

Pupil reflection and response (extended thinking or written tasks)

Reflection is a key part of the learning process. Children must be given time to reflect on feedback. Optimal learning occurs when children know what they are doing well and which areas they need to prioritise to improve. Reflection in itself is a skill which children acquire as they develop and teachers should encourage this. Feedback should stimulate reflection from pupils.

- Specific questions or comments by the teacher which require a written or verbal response.
- Self-assessment against specific criteria.
- Updating of target bookmarks, where the pupils consider elements they have achieved and areas that they need to improve upon.
- Pupils making corrections to their work independently or with guidance.
- Correcting a draft and completing a neat version with a specific purpose (a letter to send or work to go on display).
- Peer assessment and discussion.

Subject specific marking and feedback expectations

English writing – Learning is recorded in exercise books – marking and feedback prioritises individual progression in substantive and disciplinary knowledge and its application

- Objective marking
- Active formal assessment: following each half-termly assessment, pupils engage in conversation with their teacher regarding areas of the curriculum met. They focus on their next steps in learning and this is indicated at the front of their exercise book.

- Success criteria and checklists: Each fortnight, children complete an extended written task. A checklist is included and teachers mark and provide feedback against this checklist.
- Pupil reflection and response: each fortnight pupils extended writing should be commented on. A response from the pupil may be required. Time to reflect on feedback is provided at the start of the following lesson.
- Vocabulary and spelling: Key vocabulary and spelling is corrected and children practice spelling this.
- Ticks and dots: used for closed procedure tasks such as grammar specific tasks.
- Targets

English reading – Learning is recorded in exercise books

- Phonics
 - Whole class feedback
 - Individual verbal feedback
 - Active formal assessment: these inform future planning

- Comprehension (vipers)
 - Objective marking
 - Ticks and dots
 - Whole class feedback
 - Active marking: Correct answers ticked and incorrect answers doted. Pupils make corrections with their purple pens.
 - Self-marking: Correct answers shown and pupils mark their own work with a purple pen (used from year 3 – year 6)
 - Termly standardised assessment: teachers identify gaps in knowledge and skills and use this to inform planning and monitor pupil progress.

- Independent reading
 - Mini-quizzes: following the completion of a book, children take the associated mini-quiz. This gives them a score (year 2 -6)

- Oracy
 - Objective marking
 - Success criteria or checklist: used for a peer or teacher to provide feedback
 - Individual verbal feedback
 - Whole class feedback

Maths – Learning is recorded in exercise books and Big maths folders – marking and feedback prioritises individual progression in substantive and disciplinary knowledge and its application

- Objective marking

- Active marking: marking should be done as often as possible with pupils during the lesson. This way misconceptions can be identified and corrected in a timely manner and pupils can still meet the intended outcomes of the lesson.
- Individual verbal feedback: Individual misconceptions which limit progress are targeted through in lesson intervention or adapted learning.
- Whole class feedback: Common misconceptions should be corrected at the start of the following lesson.
- Ticks and dots
- Success criteria and checklists: At least once each half-term an extended thinking task should include a success criteria or checklist.
- Self-marking (year 3 – 6) overseen and checked by the teacher.
- Targets: Children have targets linked to big maths which are updated weekly. Children have ownership of these targets.
- Termly standardised assessment: teachers identify gaps in knowledge and skills and use this to inform planning and monitor pupil progress.

Science – Learning is recorded in exercise books – marking and feedback prioritises developing vocabulary, reaching curriculum endpoints and scientific skill acquisition

- Objective marking
- Whole class feedback: provided at the start of each lesson based on previous learning outcomes
- Vocabulary and spelling: Key vocabulary of the lesson should be highlighted green if used correctly and pink if spelt or used incorrectly. The correct spelling is copied three times by the child at the start of the next lesson or following correction or individual verbal feedback provide to correct understanding.
- Termly standardised assessment: teachers identify gaps in knowledge and skills and use this to inform planning and monitor pupil progress.
- Success criteria and checklists: Once per half-term an extended task or investigation includes a success criteria which are individual assessed.

Geography – Learning is recorded in exercise books - marking and feedback prioritises developing vocabulary, reaching curriculum endpoints and scientific skill acquisition

- Objective marking
- Whole class feedback: provided at the start of each lesson based on previous learning outcomes
- Vocabulary and spelling: Key vocabulary of the lesson should be highlighted green if used correctly and highlighted pink if spelt or used incorrectly. The correct spelling is copied three times by the child at the start of the next lesson or following correction or individual verbal feedback provide to correct understanding.
- Mini-quizzes: a ten question vocabulary quiz is used for each unit to check for vocabulary understanding and retention.
- Success criteria and checklists: Once per half-term an extended task or investigation includes a success criteria which are individually assessed.

History – Learning is recorded in exercise books - marking and feedback prioritises developing vocabulary, reaching curriculum endpoints and scientific skill acquisition

- Objective marking

- Whole class feedback: provided at the start of each lesson based on previous learning outcomes
- Vocabulary and spelling: Key vocabulary of the lesson should be highlighted green if used correctly and highlighted pink if spelt or used incorrectly. The correct spelling is copied three times by the child at the start of the next lesson or following correction or individual verbal feedback provide to correct understanding.
- Mini-quizzes: a ten question vocabulary quiz is used for each unit to check for vocabulary understanding and retention.
- Success criteria and checklists: Once per half-term an extended task or investigation includes a success criteria which are individually assessed.

Art – Learning is recorded in sketch books or other formats

- Objective marking
- Whole class feedback
- Individual verbal feedback
- Class or peer appraisal: This is used at the end of a unit to reflect on strengths and weaknesses

Design and technology – Learning is recorded in exercise books

- Objective marking
- Whole class feedback
- Individual verbal feedback
- Class or peer appraisal: This is used at the end of a unit to reflect on strengths and weaknesses

Computing – Learning is recorded in a whole class e-portfolio

- Whole class feedback focused on outcomes and any misconceptions
- Individual verbal feedback
- Teacher assessment included in e-portfolios to identify pupils outcomes against intended outcomes of the curriculum

Music – Learning is recorded in a whole class e-portfolio

- Whole class feedback focused on outcomes and any misconceptions
- Individual verbal feedback
- Teacher assessment included in e-portfolios to identify pupils outcomes against intended outcomes of the curriculum

PSHE – Learning is recorded in a whole class e-portfolio

- Whole class feedback focused on outcomes and any misconceptions
- Individual verbal feedback
- Teacher assessment included in e-portfolios to identify pupils outcomes against intended outcomes of the curriculum

- Whole class feedback focused on outcomes and any misconceptions
- Individual verbal feedback
- Teacher assessment record in getset4PE against intended outcomes of the curriculum for each individual

Languages – Learning is recorded in exercise books

- Objective marking
- Whole class verbal feedback
- Individual verbal feedback
- Vocabulary and spelling: Key vocabulary of the lesson should be highlighted pink if spelt or used incorrectly. The correct spelling is copied three times by the child at the start of the next lesson or following correction or individual verbal feedback provide to correct understanding.

Homework

- Ticks and dots: arithmetic
- Individual verbal feedback
- Whole class feedback
- Mini-quizzes: conducted for spelling learning