



## **The Round House Primary Academy** **Marking and Feedback Guidance**

### **Rationale**

Feedback is an integral part of assessment. We aim to provide a system of marking that is consistent across each key stage within our school. Feedback will inform planning, be diagnostic and enhance children's learning by offering guidance on how it can be improved. Feedback is most effective when provided instantly and verbally (where possible), enabling learning to move forward at a faster rate. Quality marking allows for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. Feedback should ultimately be used to inform assessment for learning and feed directly into guided teaching and subsequent lessons.

### **Aims**

A consistent approach to responding to children's work will lead directly to an improvement in the achievement and attainment of that pupil.

Children will be given next steps to improve their learning and understanding and be able to respond effectively to them.

Children will be given the necessary feedback to achieve success in a format appropriate to their age and understanding.

Children and adults will see that learning is valued and monitored regularly to inform assessment and future planning.

Staff will provide direct feedback that is purposeful and effective.

### **Marking Procedures**

- Immediate verbal feedback given as much as possible during the lesson
- Live marking of work to be done as much as possible during the lesson
- Self marking of work to be done, where appropriate
- Teachers will look through work in books on a lesson by lesson basis
- Green and purple are used to highlight LO and SC. The LO and SC need to be accurate, concise and purposeful.
- Margin marking used in all Exciting Writing and other writing as and when appropriate. This must be responded to before the next lesson.
- Spellings are corrected within the text in accordance with margin marking. Children are to rewrite the whole word. Other general/common spelling errors could be addressed during feedback session.
- Feedback sheet to be completed following each lesson, to inform the focus of the whole class feedback session or adaptation of the planning for the next day. Sheets are then to be kept in the class marking folder. Feedback sheets may be used for a sequence of lessons, if appropriate.
- Feedback the following day can be done through morning work, guided groups or as a whole class at the start of the next lessons. This will vary from KS1 to KS2.
- Next steps from feedback may sometimes be evident in books in to form of tasks identified through codes e.g. B1, B2
- Comments, stamps, stickers can be used if wanted but no expectation for this.

- Pupils will self-assess against their success criteria. Where, possible, pupils can be taught to and given opportunities to identify evidence of meeting the success criteria within their own work.
- During feedback sessions, pupils will be given time to review their feedback and make necessary edits/corrections, using a blue pen or in pencil in KS1.
- Pupils will be given opportunities to use self and peer assessment strategies, appropriate to their age and ability.
- Work must clearly indicate whether it has been teacher or TA assisted.

### Marking Symbols

<b>Symbol</b>	<b>Explanation</b>	<b>Symbol</b>	<b>Explanation</b>
CL	A capital letter is missing.	//	A paragraph break should be inserted (for a change in time, place or subject).
Ⓒ	A capital letter has been used and it isn't needs changing to lower case.	!	An exclamation mark is missing.
FS	A full stop is missing.	tense	The verb tense needs correcting.
ƆS	A full stop needs to be removed.	ap	An apostrophe is missing.
com	A comma is missing	ap	An apostrophe needs to be removed.
∅m	A comma needs to be removed (this can be annotated as a splice if appropriate).	“”	Inverted commas (speech marks) are missing.
?	A question mark is missing.	hyphen	A hyphen is missing.
		dash	A dash is missing.
( )	Brackets are missing.	pronoun	The sentence would benefit from a noun being replaced by a pronoun to avoid repetition/aid cohesion.
Squiggly line	Sentence(s) are not grammatically correct (do not make sense).	^ (where the word is missing)	A word is missing.
Green highlighter	Incorrect letters in a word are highlighted in green.	↑	To show where a letter is missing in a word.

KS1 staff may also use a simple pictorial marking system (Marking strip) that reminds the children to use finger spaces, capital letters, full stops, punctuation etc

### Marking for Early Years include:

#### EYFS Marking Code

I = Independent The child completed the work independently, without adult support.

S = Supported The child completed the work with support from an adult. The specific support will be listed.

CI = Child Initiated The child chose the activity or thought up the activity independently and completed without support.

TA = The activity was completed with a teaching assistant, followed by their initials.

T = The activity was completed with a teacher, followed by their initials.

LO = Learning Objective The aim of the lesson or piece of work. Learning objective highlighted in purple / pink The child has achieved the objective. Learning objective highlighted in green- the child has not achieved the objective. Further support will be given.

