



## **Corbridge C of E First School** **Feedback and Marking Policy**

### **Rationale**

Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.

At Corbridge First School marking is challenging, clear and appropriate in its purpose. It is important that it offers positive feedback to children and that the outcomes are used by staff and fed back into planning.

If children are to develop as independent learners, it is important that they have an awareness of their own strengths as well as areas for development. We feedback to the children with honesty and they learn to accept challenge and understand teachers are helping them reach their potential.

### **In short:**

***Marking and feedback is used to help the children celebrate, understand and move forward in their learning.***

### **Presentation:**

#### **MATHEMATICS - All work in pencil**

- Date in Numbers – left hand side
- Learning objective - “Can you...”
- Title underlined with a ruler (written through squares)
- Success Criteria – how to meet the objective.
- Squares must be used for all number work (1 digit per square)
- Diagrams / tables to be drawn with rulers and using the squares as guidelines
- Correct answers should not be totalled, with the exception of mental maths scores test which are recorded in a separate mental maths book.

#### **ENGLISH - OTHER SUBJECTS**

- Date in Words – left hand side
- Learning objective - “Can you...”
- Title underlined with a ruler
- Success Criteria – how to meet the objective.
- Handwriting to be joined and written in pen – when appropriate
- A single line is ruled through any mistakes, eg: ~~sed~~
- Diagrams and tables to be drawn in pencil

## Marking Code Non Negotiable



### Specific Guidelines

- All adult writing in books must be a model of what is expected of the children (e.g. handwriting policy / writing on lines / correct spelling, grammar and punctuation)
- Marking should be completed using a green biro or fine-line writing pen.
- All work must have a title and learning objective for marking and feedback purposes.
- Maths and English books should show evidence of daily learning.

| Code  | Meaning   | Guidance  |
|---|---|---|
| <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">G</span> or <span style="display: inline-block; width: 15px; height: 15px; background-color: green; border-radius: 50%; margin: 0 5px;"></span> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">O</span> or <span style="display: inline-block; width: 15px; height: 15px; background-color: yellow; border-radius: 50%; margin: 0 5px;"></span> </div> <div style="display: flex; align-items: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px 5px;">R</span> or <span style="display: inline-block; width: 15px; height: 15px; background-color: red; border-radius: 50%; margin: 0 5px;"></span> </div> </div> | LO achieved<br><br>Progress made against LO<br><br>No Progress made   | Used on <b>every</b> piece of recorded work. <ul style="list-style-type: none"> <li>• At the end of the LO - by the child.</li> <li>• At the start of the LO by the adult.</li> </ul> |
| 😊   | Happy face  | A smiling face shows a positive message from an adult <b>relating to effort</b> – children should know this is about how hard they have tried.  |
| ✱   | Identifies a <b>strength</b> in the piece of work.  | This should be used on <b>most</b> pieces of recorded work.<br><br>Professional judgement to be used.   |
| →   | <b>Next step...</b><br><i>Feedback from the teacher</i> could be to correct an error, make an improvement or try a further challenge. | This should be used on pieces of recorded work where a challenge or development point, will make the learner think, develop and improve.<br><br>Professional judgement to be used.    |
| Children are given time to address their next steps daily at a time deemed appropriate by the teacher.<br>All children will use pencil to address the next steps.   |   |   |

|            |                 |   |
|------------|-----------------|---|
| <b>FSP</b> | Finger Spaces   | These abbreviations can be used to give messages in written feedback.   |
| <b>CL</b>  | Capital letters |   |
| <b>FS</b>  | Full stops      |   |
|            |                 |   |
| <b>AS</b>  | Adult Support   | All work should be marked with AS where the work has been <b>guided or modelled</b> . AS should also be recorded if a child is recording shared writing - to identify for moderation purposes the work was not independent. |
| <b>ST</b>  | Supply Teacher  | Supply teachers are expected to mark children’s work using the school policy and codes.   |

Praise stickers, stampers etc may still be used but this is in addition to the non-negotiable marking **not** instead of.

# Marking Corrections

| Code                        | Meaning           | Guidance   |
|-----------------------------|-------------------|--|
| ^                           | insert            | To be inserted between words to indicate words are missing or a word could be added. Teacher may choose to insert the words or just use the symbol to indicate the child should address this in the next step/ development feedback.   |
| //                          | New paragraph     | To be inserted to highlight where a new paragraph should have been used.   |
| G                           | Grammar error     | G should be placed in the margin to indicate an identified sentence/ section of writing with errors. Next steps should focus the child on addressing errors marked with G.   |
| P                           | Punctuation error | P should be placed in the margin to indicate an identified sentence/ section of writing with errors. A specific mark may be made in the text to highlight errors eg. P in the margin and letters underlined where a capital should have been used. Next steps should focus the child on addressing errors marked with P.   |
| Sp                          | Spelling          | Spelling errors can be identified by underlining the word with a ruler or just Sp in the margin and the child must find the word to correct. The teacher will write the correct spelling which children must copy out 3 times – or child can be challenged to correct the spelling if more appropriate. Identified spellings must be high frequency, “tricky” or topic words. Teachers need to use professional judgement as to number or corrections to identify. |
| <b>Mathematics Specific</b> |                   |  |
| ✓                           | Correct answer    | Used to mark a basic calculation or steps within a calculation.  |
| •                           | Incorrect answer  | Incorrect answers should be addressed by children during focused time in registration.<br>Where children have made a basic calculation error no specific teacher guidance is necessary but if errors are being made due to layout / method etc. teacher marking and → should model how to address the identified issue.  |



## **Titles in Work :**

The title should reflect an overview of the learning or task –  
When the children are asked....

### **EXAMPLES:**

Stories

Solving Problems

Prove it!

## **Learning Objective**

When the children are asked.... ***“What are you learning to do today?”***

The children should be able to refer to the objective for the skills they will develop:

Can you sequence events and use story language?

Can you find all the solutions systematically?

Can you prove your calculation is correct?

At the end of a lesson children should be able to talk about their success (Green / Amber / Red) against their objective – and how they can make further progress to achieve the objective at a higher standard (next steps).

## **Success Criteria**

The success criteria give the children clear indicators of features or processes which will lead to success in their learning for the lesson.

When the children are asked.... ***“Is this good work? Have you done well?”***

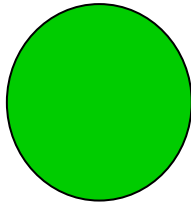
The children should be able to refer to the success criteria as a reference to really understand if they have made progress against the objective.

Through modelling, discussing samples of work, or scaffolding processes children should be learning to recognise Success Criteria during the teaching and be fully prepared to take on the task following the initial teaching and learning session.

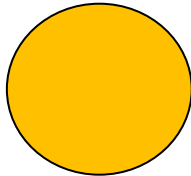
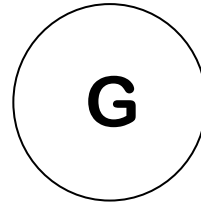
Children should be able to talk about their success (Green / Amber / Red) against their success criteria and this would inform their reflection on how they can improve their work in the future.

Success criteria must be evident or children have no way of judging if they are working toward, meeting or exceeding the objective set.

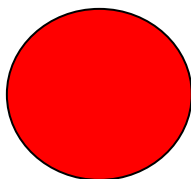
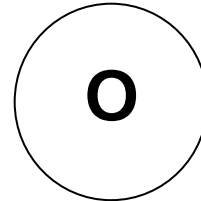
## Assessment Traffic Light System



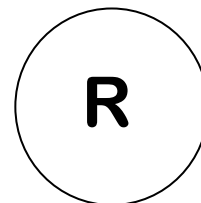
Learning Objective met.  
*(I can answer **yes** to all my success criteria!)*



Progress made towards the Learning Objective.  
*(I could answer **yes** to parts of my success criteria.)*



The Learning Objective not yet met.  
*(I could not say yes to any parts of my success criteria)*



Children are taught to self-assess with traffic lights to show their understanding and how they have achieved against the LO.

The children are taught to do this as they should not confuse how hard they have worked with how much they have **learnt**.

**Children in KS1/2 should assess every piece of work as a matter of course.**

The coloured dot should be recorded:

- alongside the LO and SC - by the child
- at the end of the piece of work - by the teacher

**every lesson.**

Children will be taught to use the traffic light system in self and peer assessment in the following format for chosen extended pieces of writing. Children must complete this process at least once every two weeks in KS2. Self assessment will be introduced in Year 1 with groups as appropriate to the children's maturity and ability. Children will be introduced to peer assessment in Y2.

| Success Criteria | SA | PA | TA |
|------------------|----|----|----|
|                  |    |    |    |
|                  |    |    |    |
|                  |    |    |    |
|                  |    |    |    |

Using ticks, a dot or an arrow (to identify as next step)  
 The pupil completes the SA (self assessment column)  
 A friend completes the PA (peer assessment column)  
 The teacher completes the TA (teacher assessment)