

Feedback & Marking at St John's

A 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.
- The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.
- All marking should be meaningful, manageable and motivating.
- Feedback can take the form of spoken or written marking, peer marking and self-assessment.
- Disproportionate marking should be avoided. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work, then the proportion is wrong and should be changed.
- Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.
- An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress.
- Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.
- At times there will be a need for 'deeper' marking where a teacher will provide written feedback offering guidance with a view for improving or enhancing the future performance of pupils. ALL innovate writing in English should be marked in this way. The marking of Invent writing should celebrate the progress of the child through the sequence and does not need to offer next steps.
- Particularly in writing in KS2, children must be given the opportunity to self-edit and re-draft.
- All adults have a responsibility to swiftly act to correct inaccuracies in the basics (in-lesson feedback). These include; incorrect forming of letters and numbers, miss-use of capital letters, incorrect spelling of known words (technical vocabulary, high frequency words) and any other area that is a class focus.

- To aid this green pens should be used to highlight inaccuracies and pink pens to celebrate accuracy.
- All children's work will be marked following this policy, however there will always be groups of learners who require an extra focus through high quality and timely feedback. Special considerations will be given to **Pupil Premium** children to ensure we are diminishing the difference and to more-able to ensure we are stretching these children so they meet the higher standard.

Stamp Colour	What it means
Red	Understanding not secure - intervention required.
Amber	Partially secure - needs revisiting/extra practice/ guided work not independent.
Green	Secure in their understanding/independent work.

What is to be marked?	How?
English	<ul style="list-style-type: none"> ● Daily In lesson feedback using green and pink pens. ● Daily use of stamps. ● Innovate would have a written comment with a target for next steps. ● Praise comment for invent writing + sticker.
Maths	<ul style="list-style-type: none"> ● Daily In lesson feedback using green and pink pens. ● Daily use of stamps in work books and journals for deepening tasks. ● Praise comment for assessment task + sticker.
Humanities & Science	<ul style="list-style-type: none"> ● Daily In lesson feedback using green and pink pens. - including the correction of spellings for key scientific vocabulary. ● Daily use of stamps. ● Praise comment for assessment task + sticker.
R.E	<ul style="list-style-type: none"> ● Daily In lesson feedback using green and pink pens (targeting R.E vocabulary - key words including capitalisation God

	<p>etc).</p> <ul style="list-style-type: none"> ● Use of stamps. ● Praise comment for assessment task/ longer writing task + sticker.
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Read Write Inc – Get Writing Marking Guidance for Reading Teachers

Get Writing Books and Phonics Journals

- Children/adult to date the top of the page/section of work for each lesson.
- Reading teachers to highlight green (using green highlighter) – Green for Growth to underline/mark during the lesson on any errors for the children to correct (e.g missed punctuation, spelling error for phonic sound taught, tricky word spelt incorrectly etc).
- Children to correct green highlighter marking at the time, following discussion with reading teacher. Older children may wish to do this in a green pen. Mistakes to be left and crossed through, rather than rubbed out to show marking in practice. Not all errors need to be marked green – just those observed/seen or reflect recent teaching (e.g the sounds from that week, punctuation from checklist).
- Reading teachers to highlight pink (using pink highlighter) – Ticked pink - areas in the children’s work where they have used the features taught (e.g correct punctuation, phonics sounds taught, tricky words spelt correctly). Not all features needed to be marked pink – just any that the child has been working on/targeting or those from writing checklist in the book.
- Following the session, any books where children have performed **wow (better than expected) or woe (needed additional support/less than expected)**, to be left open and handed to class teacher for analysis and to be able to revisit with the child in class.
- Class teachers to have oversight of all Get Writing books/phonics journals **once weekly** and to ensure marking scheme is being followed and children are performing as expected in their reading and writing. This will also help to inform class teachers of children’s writing journey.
- **Presentation superstar** to be awarded to at least x1 child in each group following each lesson. Reasoning as to why the child has been chosen to be shared with group (e.g Child A has been chosen as our presentation superstar today because she tried really hard to sit her writing on the line, using ascenders and descending letters).

19-1-22 Had a Sentence 10

56

qu qu qu qu
 qu qu qu qu qu
 can a log jump
 a dop
 ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓
 a dop

pp ppp ppp ppppppppp

ggggg gg gggggggggg

Tricky words

- me
- the

20/1/2022

a sentence

I sit on the

sand

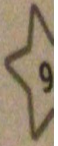
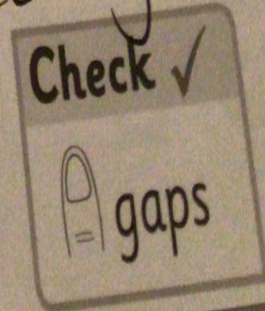


Sand,

Great sentence



Well done for correcting
your green.



18/1/22 - special friend - nk

sl nk ✓
✓ ✓ ✓ ✓

ri nk ✓
✓ ✓ ✓ ✓

19.1

nk ✓
nk nk

si nk nk nk
nk

Well done Lennox
😊 Super nk

ng nk nk nk
ng today

ng ✓ ng ✓ ng ✓
ng

tn ✓ tn ✓ tn ✓
tn

