



**Grange  
Academy**

*Belong · Believe · Achieve*

**Article 2:** *All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.*

## Marking & Feedback Policy

**Policy Status:** Statutory

**Review Cycle:** 2 Years

**Owner:** Angela Morris  
Acting Head of School

**Date:** June 2021

**Approved by:** Local Governing Body (LGB)

**Date:** June 2021

**Review Date:** June 2023

## Rationale

The decision has been taken to change the policy and language from 'marking' to 'feedback' in order to determine the purpose is not an activity in itself, but to ensure pupils' learning and progress are the focus of marking. To ensure that all pupils' work is seen and/ or assessed and that feedback is given in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. As a result of this policy there will be greater consistency in the way that pupils' work is marked across the school.

## Philosophy

At Grange Academy we believe that feedback should form an integral part of the teaching and learning process by enabling teachers to inform pupils individually of their achievements, address misconceptions and celebrate good work. The responses to pupils' work should focus on successes and areas of development against learning objectives (WALTs) and success criteria (WILFs), enabling pupils to become reflective learners. The information gained should then feed directly into assessment and planning to create a cohesive and efficient system and inform intervention where necessary.

## Principles

- Feedback and marking of pupils' work is foremost for the benefit of the child; to support and praise achievements, whilst guiding further progress through corrections or extension.
- Marking of pupils' work can have different roles and purposes at different times and can involve both written and verbal feedback.
- The marking of pupils' work, either written or verbal, should be regular and frequent. Agreed symbols can help adults record times/frequency of verbal feedback for their own tracking/monitoring.
- Marking should be linked to learning objectives (WALTS) and/or targets using the lesson's specific success criteria (WILFs).
- Feedback and marking must be consistent and clear for all pupils.
- Teachers should look for strengths before identifying weaknesses when marking work and mark accordingly, with the staff agreed procedures below.
- Different colour pens are used to define the purpose of written comments: Teachers comments and areas for improvement will be marked with a purple pen. Pupils' corrections/additions will be in green pen/pencil or highlighted in green.
- Feedback to pupils requires time for the child to reflect on their work, make corrections where relevant and extend their learning.
- Teachers should look for opportunities to provide positive public feedback, where high achievements for particular pupils are gained e.g. certificates at assemblies, star of the week, praise postcards and rewards.
- Marking and feedback procedures and standards should be consistently applied across the school, supported and checked through moderation and additional training where relevant.
- Parents should have the school's marking procedures explained clearly to them at Parents' Evenings and/ or other appropriate times as well as being consistently modelled in the child's learning journals and homework books.

## Reasons for Marking

- To recognise, encourage and reward pupils' efforts and celebrate successes with them.
- To provide a dialogue between teacher and child which provides clear, appropriate feedback, referring to the learning objectives and/or success criteria.

- To further develop pupils' confidence in reviewing their own work and setting their own targets by identifying the next steps in their learning.
- To indicate how a piece of work can be corrected or improved.
- To help pupils to develop an understanding of the standards they need to reach in order to achieve appropriate levels.
- To identify pupils who are below or exceeding expectations and therefore require extra intervention or further challenge.
- To provide evidence of assessments made and to help moderate the interpretation of learning objectives and standards across the school
- To involve parents in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.
- Pupil involvement in AfL deepens their knowledge and understanding

## **Marking and feedback should:**

- Be manageable for teachers.
- Be both oral and written comments, with verbal comments being recorded (see marking code).
- Respond to individual learning needs.
- Indicate to what extent the learning objective (WALT) has been met
- Be related specifically to the agreed learning objective (WALT) or success criteria (the success criteria should be generated by pupils wherever possible).
- Give pupils regular opportunities to respond to their marked work.
- Have a clear distinction between comments relating to the child's achievement and their effort.
- Encourage and motivate pupils through realistic comments.
- Highlight what the next area for learning should be.
- Show pupils that their work is valued.
- Be used to inform the teacher's short- and medium-term planning of the next step.
- Show evidence of pupil's self and peer marking whenever appropriate.
- Recognise the importance of verbal discussions as well as written comments.
- Be consistent across the school and understood by all those involved including the pupils.

## **Organisation**

- Wherever possible, the first few minutes of every lesson should be spent with the pupils reviewing any marking and responding to their questions. The teacher/LSA can, at this time, try to circulate the class to establish understanding and deal with any arising issues.
- Pupils' work should be corrected as soon as possible after completion and if possible, in the presence of the child.
- There may be a list of success criteria, which are ticked to show development when applicable.
- Pupils should aim to self-assess regularly at the end of every lesson and their views should be considered when giving feedback.
- Older/more able pupils should be encouraged to comment on their own writing and that of their peers. They should initial after commenting.
- Distance marking (i.e. marking completed away from the child) should be accessible to pupils and teachers need to make sure that Pupils can read and understand it.
- Pupils should be encouraged to self and peer-assess which includes leaving comments about the progress they/their peer has made.
- Teacher/LSA should annotate pupils' work to show the support they received using the agreed codes: I (independent), LLS (low level support), HLS (high level support, FS (fully supported)).
- Marking comments can take the form of \*\* (two stars) and (a wish).

- Marking comments will refer to direct learning and be specific to learning outcomes and not a generic statement such as 'well done' for example.
- Standardised Learning ladders can be used (Appendix 1)
- Feedback will be informative and next steps for learning will be identified for example by a question in the wish part of feedback to which pupils will respond to.
- Feedback will be responded to by pupils in green pen or highlighted in green to show an appropriate response to feedback and not merely a yes or no.

## Expectations

- Marking should focus first and foremost on the success criteria for the learning objective. The emphasis should be on the success against the learning objective and improvements needed against that learning objective and/or pupil targets.
- All pupils work should be marked in accordance with the marking policy.
- Literacy across subjects should be corrected, taking the ability of the child into consideration. When correcting a piece of work, the Literacy Marking Codes should be adhered to. (See Appendix 2 – marking codes)
- When work is marked by someone other than the class teacher, e.g. supply teacher or LSA, they will need to write in pink ink and initial their marking.
- Work which has already been discussed may show an 'acknowledgement tick', and 'VF' to indicate verbal feedback has already occurred. Verbal feedback needs to be annotated to ensure evidence of improvement.
- Pupils should be given time to respond to the comments made, recording responses using a green pen or pencil or highlight responses in green.
- Pupils will be encouraged to correct spellings in a piece of work. 'Sp' will be put in the margin and the part of the spelling needing correcting will be underlined by the adult.
- Phonics strategies will be used across all subjects to support correct spelling.

## Pupil Involvement in Marking

When appropriate, pupils will be involved in marking their own or other pupils' work. They may also be involved in self-evaluation or peer evaluation as part of the learning process.

When peer/self-assessing pupils will use the \*\* and wish approach to marking.

## Monitoring and Evaluation

Teachers have the responsibility of feedback and marking for their pupils. It may be that teachers allocate LSAs with the task of supporting feedback in some areas of the curriculum. The teacher must informally moderate this and assess the impact of feedback sessions on the child's learning. Teachers have the responsibility to check their marking with other teaching staff regularly to ensure consistency of standards.

Teachers need to use Grange Steps and/or other school-identified assessment systems to check attainment.

Teachers need to use the targets set by the school to measure pupils' progress in learning; identifying whether each of their pupils is making less than expected progress (LTE)/ meeting expected progress (E), better than expected progress (BTE).

Marking will be reviewed when carrying out work scrutinies and in lesson observations/learning walks.

## The performance indicators will be:

- a) An improvement in pupils' attainment and progress.
- b) Teacher, child, and parent testimony concerning the usefulness of feedback and marking.
- c) Consistency in teachers' use of the Marking and Feedback Policy across the whole school.
- d) An awareness on the part of the pupils of what is expected of them.

# Appendix 1: Standardised Learning Ladders

## Primary

### W.A.L.T: understand features of poetry

How did I do?		Support	What my teacher thinks
	I can tell you what a poem is		
	I can discuss that synonyms are words that mean the same thing.		
	I can find adjectives in a more complex poem.		
	I can think of some synonyms for the adjectives I find		
	<b>Challenge:</b> I can use a thesaurus to find more interesting synonyms.		
Teacher Comment:			

### W.A.L.T:

How did I do?		Support	What my teacher thinks
	I can (links to Grange Steps or EHCP targets where possible)		
	I can		
	I can		
	<b>Challenge:</b>		
Teacher Comment:			

### ASC

WALT: solve problems involving time	
WILF:	Teacher Feedback
I know there are 60 minutes in 1 hour	
I can solve problems involving elapsed time	
I know what operation to use when solving problems involving time	
	I/ FS/HLS/MLS/LLS

Date	
WALT:	
WILF:	Teacher Feedback
I can (links to Grange Steps, AET or EHCP targets where possible)	
I can	
I can	
	FS/HLS/MLS/LLS

## Secondary

 <b>Grange Academy</b> <small>Belong - Believe - Achieve</small>		
Date: _____		
<b>WALT:</b> know how many days there are in a week and how many are in a year.		
<b>Success Steps</b>	<b>Support</b>	<b>Progress</b>
I know how many days there are in a week		
I know how many months are in a year.		
I know how many days there are in a standard and a leap year.		
I can order events in a week or in a year.		

 <b>Grange Academy</b> <small>Belong - Believe - Achieve</small>		
Date: _____		
<b>WALT:</b>		
<b>Success Steps</b>	<b>Support</b>	<b>Progress</b>
I can/know (links to Grange Steps, EHCP targets or qualification outcomes where possible)		
I can/know		
I can/know		

## Appendix 2: Marking Codes Primary, ASC and LA:

How did I work?	
<b>I</b> 	<b>Independent</b> You worked by <u>yourself</u> .
<b>LLS</b> 	<b>Low Level Support</b> You had a <u>little bit</u> of help.
<b>HLS</b> 	<b>High Level Support</b> You had <u>lots</u> of help.
Did I achieve my objective?	
A 	<b>Achieved</b> You <u>achieved</u> your objective.
PA 	<b>Partly Achieved</b> You <u>achieved some</u> of your objective.
NA 	<b>Not Achieved</b> You have <u>not achieved</u> your objective.
	I found this tricky
	I did this quite well
	I'm good at this

 pink   
  or purple   
  comments   
  from your teacher   
  will tell you

 what   
  work   
  was good.

 how   
  to improve.

 If you cannot   
  read the   
  comments then   
  ask an   
  adult for   
  help.

 If my teacher gives   
  me a   
  question to   
  answer or   
  I need

 to correct   
  my work   
  I will use a   
  green   
  pen.

## Secondary/HA:

### What does my teacher want me to edit?

<u>Code</u>	<u>Meaning</u>
I	Independent work
LLS	Low Level Support
HLS	High Level Support
VF	Verbal Feedback
△	Achieved objective
∟	Partly achieved objective
—	Not achieved objective
SP	Spelling
0	Missing capital letter or missing punctuation
//	Paragraph
^	Missing word
~~~~~	Writing does not make sense
★ ★	Things you have done well
🌀 Wish	Areas to work on
	My teacher thinks I did this really well
	My teacher would like me to edit this

### What does marking mean?

**Pink/Purple** comments from your teacher will tell you:

- How you can improve
- You might get a question to answer or something to correct.
- You will correct or answer questions in **green** pen.



*If you can't read the comments, you need to ask for help. Make sure you initial your work to show you understand the marking*