



MARKING AND FEEDBACK POLICY

September 2021

REVIEW DATE:	September 2023	
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STATUS:		

Sandal Magna Marking and Feedback Policy

Abbreviations within the document:

WALT	We are learning to
WISH	What I should have

Key Principles

- Marking and feedback is to be embedded in classroom practice. It is an aspect of assessment which is used to improve learning and inform planning
- Teachers and pupils need to clearly understand the learning objective (WALT) and success criteria (WISH) for each piece of work
- Marking should be positive and specific and relate to the WALT / WISH
- Pupils should be involved in the assessment process, for example through self-assessment, or dialogue with teachers or peers
- One reason for having a marking and feedback policy is to ensure consistent practice throughout the school

Some Characteristics of Effective Written or Verbal Feedback

- Focusing on learning objectives or success criteria
- Confirming that pupils are on the right track
- Encouraging correction of errors or improvement of work
- Identifying misconceptions
- Scaffolding pupils' next steps
- Reminding pupils about WISHs
- Providing opportunities for pupils to think for themselves
- Providing pupils with opportunities, and time, to respond
- Prompt enough to be still relevant, and within the same lesson where practical (for example through a mid-lesson plenary where randomly chosen work is assessed against the success criteria)



Practice at Sandal Magna Community Academy

(ALL SYMBOLS REFER TO PAGE 4)

- Marking symbol poster (page 4) displayed in each classroom and other teaching areas
- Teachers mark work in blue ink
- In writing and reading lessons, teachers will mark basic errors, comments on next steps and an indication of whether the learning objective has been achieved. If they would like to make any assessment notes about the session then they can be made in the SMCA green assessment book.

- The comments could show: Clear next steps given and/or questions to extend or clarify understanding; examples may be given for the children to complete or respond to
- In maths and all other curriculum areas, staff will mark using a non-marking policy. They will indicate whether the work is correct using ticks or dots. Any notes about progress or areas to develop will be made in the SMCA green assessment books and whole class feedback will be given at the beginning of the session. Children will be given time at the beginning of the next session to address and errors. The WALT slip indicates the main assessment areas the class teacher is assessing that lesson. The teacher will indicate with a tick if that objective has been achieved.

Maths and other curriculum area WALT slip

Date: 8.9.21			
Enquiry 1 :	WISH:		
What is gravity?		Pupil	Teacher
	Be able to draw a table with a ruler and pencil		
	Understand the idea of a fair test and variables		
	Define gravity		
Presentation check:	Self-Assessment:		
			

- Small improvements to make (e.g. spelling = sp or punctuation/grammar = gr)
- Praise where merited (e.g. double tick if excellent)
- Indication, where relevant, of independent or assisted work (S or I) and initialled by supporting adult
- Where oral feedback has been given directly to children (verbal feedback = VF)
- Teachers' planning should include time each week for children to respond to marking and feedback

Purple Pen/Pencil – written feedback from children



- Children will be given opportunities to show the impact of marking (verbal and written) using 'Purple Pen' (or pencils depending on age of children)
- The use of 'Purple Pen' is not used in each class in the same style and is flexible in terms of when the children use the pens and in which lessons
- Children can use 'Purple Pens' and respond to feedback in a number of ways:
 - After reading teachers comments from their previous work, they may address errors or improve parts of it in the initial parts of the session.
 - At the end of lessons, they may 'up-level' work or re-draft sections
 - During the lesson, when an adult has verbally intervened to help, children may change to 'Purple Pen' to show an intervention has happened successfully
 - At a particular point in the day, previous work may be reviewed and extended with the use of 'Purple Pen'

- How children will use 'Purple Pen' is down to the class teacher, but it is expected that more than one of the styles would be used to allow children to feedback most effectively
- The use of 'Purple Pen' is monitored through the work scrutiny process and should show evidence of effective adult marking and feedback
- The use of 'Purple Pen' will be predominately used in English and maths work and extended pieces of writing in other curriculum areas

End of Session Self-assessment

- At the end of Maths and English lessons, children self-assess themselves against the learning objective in their books on the WALT slip
- As the session, they will also self-assess how confident they felt during that session, which may help inform same day intervention.

Reading and Writing Lesson WALT slip

Date: 8.9.21	
WALT: use relative clauses to add more detail to our story	WISH:
	Able to identify the main clause and the relative clause
	Place the commas in the correct place
	Form commas correctly (orientation and sitting on the line)
Presentation check: 	Self-Assessment: 

Same Day Intervention

- Same Day Intervention time is 20 minutes in the morning, each day while children are in assembly
- Teachers select children previous day who require further teaching to address any misconceptions or errors from the morning lessons
- These children stay in class with the teachers for the session to ensure they have that issue addressed and are ready to access the next lesson
- Teachers keep a record of which children have accessed SDI time to find any patterns and areas of concern if children are not achieving in the morning lessons often enough

Teaching assistants who are not required to assist in the hall during assembly are also in the classroom working with children with either their own SDI group or an ongoing intervention (e.g. extra 1:1 reading)

Marking and Feedback in the Early Years

- Verbal feedback to be given constantly as a part of the continuous provision to improve work and challenge misconceptions and is the responsibility of all practitioners
- Simple written feedback to be recorded in Learning Journey books and verbally shared with the children, with opportunities planned in to practice their next steps
- Objectives dotted in line with marking policy to identify understanding against the objectives
- Recorded work must identify the level of independence shown in order to complete the tasks
- Stickers and stampers to be used to visually reward effort and achievement

Marking Symbols



This is what you see and this is what it means!
W or WALT Achieved	The WALT for the lesson has been achieved
V (with date and supporting/explanatory comment)	Verbal Feedback from teacher (your work has been looked at and discussed in detail during the lesson)
	Could you find a better word?
^	There is a word missing
/	There should be a finger space here
*	A place where you can add extra information
//	A new paragraph is needed here
?	Oops! Can you see where you went wrong? <ul style="list-style-type: none"> This sentence/phrase does not make sense You have used a word incorrectly – check it
✓	Well done – you got it right!
✓✓	Excellent!
Aa /	Capital letter needed (your teacher will correct the first 3 mistakes and highlight in green)
.	Full stop needed (your teacher will correct and highlight in green)
? , ! “	Missing punctuation (your teacher will correct and highlight in green)
g was were	Check this grammar! (your teacher will underline the grammar to check and may put the correct grammar above the word)
s wrong wrang (correct either first 3 mistakes OR the relevant high frequency words)	Check this spelling! (your teacher will underline the part to check and may put the correct spelling above the word)
S I (This symbol will be initialled by the adult who has supported you)	Supported work (your teacher will put this symbol if someone has helped you complete your work) Independent Work (your teacher will put this symbol if you have done your work without any help)

Teachers will mark your work in blue pen.
Children will write in either pencil or black handwriting pen.