

John Ruskin Primary School and Language Classes

# Marking, Feedback and Pupil Response Policy

Co-ordinator: Clare Tayton

Last review: 2022

Next review: 2025

Revised: autumn 2008

Revised: autumn 2011

Revised: July 2013

Revised: July 2022



**"Be responsible, be fair, stay positive and care"**

## **Why We Mark Children's Work – Fundamental Principles**

We believe that marking helps children to learn.

We believe that good marking helps pupils to identify their strengths and weaknesses and improve their work.

We believe that good marking enables a teacher to really know a child's strengths and weaknesses and thus inform their future planning.

We believe that comments made on work help to build a good picture of the child's attainment and can be used to inform future planning and/or target setting.

### **Characteristics of effective whole class marking and feedback at John Ruskin**

In our classroom marking, feedback and pupil response are effective when we:

- Adopt a consistent and manageable method of marking, feedback and pupil response throughout the school;
- Give feedback during the completion of a task – hot marking
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson.
- The 'next step' is usually the next lesson
- whole class marking sheets to be completed at the end of each lesson as per marking guidelines.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- ensure that pupils understand their achievements and have clear strategies for improvement;
- provide time and support regularly for children to respond to marking and feedback;
- involve all adults working with the children in marking and feedback
- use the information gained together with other information to inform future teaching plans;
- share the fundamental principles with parents so that they can reinforce it;
- regularly review our policy for marking, making sure it is understood by new members of staff and that our practice continues to reflect school policy.

#### **References**

Teacher Assessment in Action – Association of Assessment Inspectors and Advisors  
Teacher Assessment in the Core Subjects at KS2 – OFSTED

## How We Mark Work at John Ruskin

At John Ruskin we use a **'whole class'** approach to marking

- Instead of writing in each child's book we analyse the work in the children's books for common errors, misunderstandings, and strengths.
- A whole class marking sheet appropriate to the Key Stage for English, Maths and Foundation subjects is completed after each lesson daily.

### Whole class marking guidelines



#### English and Foundation Subject Marking

KS1	KS2
<ul style="list-style-type: none"> <li>• Verbal feedback, ticks, stamps, green and pink used in the lesson to hot mark</li> <li>• Marking colour code to be used to show children's achievement towards the learning intention: - <ul style="list-style-type: none"> <li>➤ Green- Achieved.</li> <li>➤ Yellow- Working towards</li> <li>➤ Pink- Needs more support</li> </ul> </li> <li>• Marking editing codes to be used in books either in the lesson or after the lesson as necessary</li> <li>• Children to use green pen when marking their own work or when responding to bridging the gap comments when appropriate</li> <li>• Teachers and TAs to use blue pen when marking, commenting or scribing</li> <li>• Any books not marked to be done after the lesson</li> <li>• Individual bridging the gap comments not necessary in books as key teaching points and common misconceptions will be shared on the IWB in the next lesson. These comments to be added to the next lesson planning slide (children do not have to always respond to this in green pen as this could be an activity in the next lesson either whole class or group).</li> <li>• Misconceptions/errors/teaching points to be shared with the class verbally and or on the IWB the next day or during the lesson where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback, ticks, stamps, green and pink used in the lesson to hot mark</li> <li>• Marking colour code to be used to show children's achievement towards the learning intention: - <ul style="list-style-type: none"> <li>• Green- Achieved.</li> <li>• Yellow- Working towards</li> <li>• Pink- Needs more support</li> </ul> </li> <li>• Marking editing codes to be used in books either in the lesson or after the lesson as necessary</li> <li>• Children to use green pen when marking their own work or when responding to bridging the gap comments</li> <li>• Teachers and TAs to use blue pen when marking, commenting or scribing</li> <li>• Children to mark their own work when possible- (GPS, reading comp, spellings) The teacher may go through the questions to support this marking.</li> <li>• Self and peer assessment criteria to be used when appropriate to support children marking and editing their own work</li> <li>• Any books not marked to be done after the lesson</li> <li>• Individual bridging the gap comments not necessary in books as key teaching points and common misconceptions will be shared on the IWB in the next lesson. These comments to be added to the next lesson planning slide (children</li> </ul>

<ul style="list-style-type: none"> <li>• Self and peer assessment criteria to be used when appropriate to support children marking their own work</li> <li>• Extended writing will still need to be read through by the teacher to inform teacher's assessment and reflected in the whole class marking sheet.</li> <li>• Teacher to assess gaps in children's learning, during or after the lesson, individual support needed to be identified and followed up with TA or teacher support in the next lesson</li> <li>• Work examples to be identified and shared when appropriate</li> <li>• Challenge and extension activities to be identified on whole class marking sheet and shared with class as appropriate.</li> <li>• Any books not marked to be done after the lesson.</li> <li>• Complete whole class marking sheet every day for English and Maths- It is a working assessment document</li> </ul>	<p>do not have to always respond to this in green pen as this could be an activity in the next lesson either whole class or group).</p> <ul style="list-style-type: none"> <li>• Misconceptions/errors/teaching points to be shared with the class verbally and or on the IWB the next day or during the lesson where appropriate.</li> <li>• Teacher to assess gaps in children's learning, during or after the lesson, individual support needed to be identified and followed up with TA or teacher support in the next lesson</li> <li>• Work examples to be identified and shared when appropriate</li> <li>• Challenge and extension activities to be identified on whole class marking sheet and shared with class as appropriate.</li> <li>• Extended writing will still need to be read through by the teacher to inform teacher's assessment and reflected in the whole class marking sheet.</li> <li>• Any books not marked to be done after the lesson.</li> <li>• Complete whole class marking sheet every day for English and Maths- It is a working assessment document</li> </ul>
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## Maths Marking

KS1	KS2
<ul style="list-style-type: none"><li>• Verbal feedback, ticks, stamps, green and pink used in the lesson to hot mark</li><li>• Marking colour code to be used to show children's achievement towards the learning intention: -<ul style="list-style-type: none"><li>➤ Green- Achieved.</li><li>➤ Yellow- Working towards</li><li>➤ Pink- Needs more support</li></ul></li><li>• Children to use green pen when marking their own work or when responding to teaching points when appropriate.</li><li>• Teachers and TAs to use blue pen when marking, commenting or scribing</li><li>• Common misconceptions should be shared on the IWB and/or verbally in the next lesson and could inform the start of the next lesson.</li><li>• Work examples to be identified and shared when appropriate</li><li>• Challenge and extension activities to be identified on whole class marking sheet and shared with class as appropriate.</li><li>• Teacher to assess gaps in children's learning, during or after the lesson, individual support needed to be identified and followed up with TA or teacher support in the next lesson</li><li>• Any books not marked to be done after the lesson.</li><li>• Complete whole class marking sheet every day for English and Maths- It is a working assessment document</li></ul>	<ul style="list-style-type: none"><li>• Children mark their own work in lessons in green pen, they move on to more challenging tasks quickly as appropriate</li><li>• Marking colour code to be used to show children's achievement towards the learning intention: -<ul style="list-style-type: none"><li>➤ Green- Achieved.</li><li>➤ Yellow- Working towards</li><li>➤ Pink- Needs more support</li></ul></li><li>• Children to use green pen when marking their own work or when responding to teaching points when appropriate</li><li>• Teachers and TAs to use blue pen when marking, commenting or scribing</li><li>• Green and Pink and blue pen to 'hot mark', in the lesson</li><li>• Common misconceptions should be shared on the IWB and/or verbally as a mini plenary or in the next lesson and could inform the start of the next lesson.</li><li>• Work examples to be identified and shared when appropriate</li><li>• Challenge and extension activities to be identified on whole class marking sheet and shared with class as appropriate.</li><li>• Teacher to assess gaps in children's learning, during or after the lesson, individual support needed to be identified and followed up with TA or teacher support in the next lesson</li><li>• Any books not marked to be done after the lesson.</li><li>• Complete whole class marking sheet every day for English and Maths- It is a working assessment document</li></ul>

# John Ruskin Whole class marking sheets



## KS1 Whole Class Marking Sheet

<b>Subject &amp; date</b>		<b>WALT</b>		
<b>Class</b>				
<div style="text-align: center;"> <b>Groups</b>  Please show children's achievement towards the WALT </div>				
<b>Common misconceptions</b>			<b>Work examples to share</b>	
<b>Vocabulary</b>			<b>Work to edit</b>	
<b>Future teaching points/Green pen</b>			<b>Children who need support</b>	
<b>Challenge and extension activities</b>				



## KS2 Whole Class Marking Sheet

<b>Subject &amp; date</b>	<b>WALT</b>			
<b>Class</b>				
<b>Misconceptions and areas for development relating to WALT</b>				
<b>Presentation and handwriting</b>				
<b>Vocabulary to be addressed</b>				
<b>Groups</b>				
<b>Please show children's achievement towards the WALT</b>				
<b>children who need support</b>				
<b>Examples of work to share</b>		<b>Work to edit</b>		
<b>Actions and future teaching points/Green pen</b>				
<b>Challenge and extension activities</b>				

**KS1/2 Whole Class Marking Sheet- Science and Foundation Subjects**

<b>Date</b>	<b>WALT</b>	
<b>Subject</b>		
<b>Class</b>		
<b>Please show children's/groups achievement towards the WALT</b>		
<b>LA</b>	<b>MA</b>	<b>HA</b>
<b>Children who need support</b>		
<b>Common misconceptions</b>		
<b>Knowledge</b>		
<b>Skills</b>		
<b>Vocabulary</b>		
<b>Work to share</b>		
<b>Future teaching points/Green pen</b>		
<b>Challenge and extension activities</b>		



## **Marking and feedback in the EYFS:**

- Reception staff focus mark English and Maths work as above. In addition, the comments are explained to the children.
- All work in all books must be marked with a brief comment.
- Some marking/feedback is supplemented either orally, or by gesture, by facial expression, by demonstration or by body language. In the Nursery and reception, feedback and responses to feedback are recorded in the individual records of achievement.
- Consistent verbal praise is given for individual effort and progress at the time of completion of work.

## **Marking in the Language Unit**

The above principles are adhered to however individual verbal and written feedback in books is given to children with the following exceptions:

- The learning intention may not be for the class but for the individual as on the IEP.
- Where possible marking/feedback is supplemented orally, by gesture, by facial expression, by demonstration and by body language.
- Reference is made to target cards and whether targets have been met or not.
- Work is marked with the child where possible. Written comments are usually positive comments with reference to the learning intention or to their individual targets.
- Feedback may be given using signing or pictorially in addition to the marking.

## **Language Unit– Gap marking:**

- All work should be marked and should include a brief, individualised comment relating to the learning objective, success criteria, progress or literacy/ numeracy skills (editing comment linked to the editing code) with clarification of what the progress relates to or attitude to learning shown by the child. WALT met on its' own is not sufficient. Comments can be in the form of a written comment, editing code or differentiated questions that extend the children's learning. Stickers and stamps that meet these criteria can also be used.
- Additional comments not related to the WALT/ WILF e.g. spellings, punctuation or handwriting may also be made as appropriate to the individual child's needs – every mistake does not need to be corrected. The agreed editing code should be used for secretarial corrections. No more than 3 spelling errors will be noted; the correct version will be written in the margin and the child should write the word out 3 times underneath. If the word is spelt incorrectly in future pieces of work this should be identified and commented upon.
- Most marking should require a response from the child but this is graduated by age and when appropriate to the children's SEND the response might be scribed by an adult. The response can be a spelling or punctuation improvement and indicated through the use of the editing code or with a 'gap comment. In KS1 it should be all focused marking pieces and 1 other piece in English, maths and topic books and all tasks where the editing code is used as the comment; this will increase as the children's skills and speed develop. In years 3 & 4 it should be all focused marking pieces and most other pieces in English, maths and topic books, which could be using the editing code or an extension task/ question. In years 5 & 6 it should be all focused marking and all other work, which could be using the editing code or an extension task/ question

- All work is marked with a **WS** when the child has completed the task with adult support.
- Opportunities for self and peer assessment are given several times a term
- Smiley faces, stickers and 'Well Dones' can also accompany comments.
- Shape coding prompts can be used when appropriate

**In the Language Unit next steps comments suitable for all subjects include:**

**1) A reminder prompt - this simply reminds the child of what could be improved ( this is most suitable for brighter or older children) :**


What else could you write about the prince's personality? Why do you think the dog did this? Can you think of a stronger opening for this sentence? Tell me a bit more about this character. What else did you do on your school trip? Tell me 3 things.

**2) A scaffolded prompt - most suitable for children who need more structure than a simple reminder – this prompt provides some support in the form of:**

- **question:** *can you describe how this person is a good friend? How do you know the dog was angry? What makes you think Fox hunting is a cruel sport? Why is the owl your favourite animal?*
- **directive:** *Describe something that happened which showed you they were a good friend? Describe the expression on the dog's face? Give me 2 reasons why you think Fox hunting is a cruel sport? Tell me how the Owl manages to see at night.*
- **unfinished sentence:**  
*He showed me he was a good friend when .... (finish sentence)*  
*The dog's eyes fixed sharply on the man, glittering like .....and his teeth .....*  
*I believe fox hunting is a cruel sport because ....*  
*The nocturnal Owl can seen in the dark due to his ..... eyes and .....*


## Appendix 1: KS2 pupil version of marking code

### Our KS2 Marking Codes:

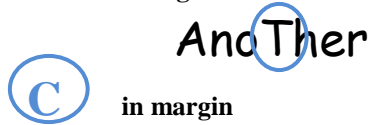

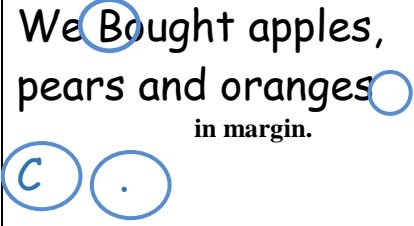












Code	Meaning
C	There is an error with a capital letter or punctuation somewhere on this line.
P	You need to identify any incorrect or missing punctuation or capital letters on that line
~~~~~	This part of your writing doesn't make sense or can't be read. Look CAREFULLY and see why they are puzzled.
^	A word has been left out. Can you spot what it is?
^+	You need to add some more information here.
V	Somewhere in this sentence a verb is incorrect; it could be the tense or person. e.g Yesterday the old man <b>hobble</b> home ( should be <i>hobbled</i> = <i>past tense</i> )
//	 <p>This symbol shows you where to start a new paragraph. New paragraphs for . . . change of time/ place/ event/ point</p>
Sp	<p>There is spelling mistake somewhere on that line. Your teacher may underline the mistake or write the correct spelling next to the word.</p> <p><b><u>You need to write out the correct spelling 3 times and try to learn it.</u></b></p>
T/ TA	My teacher or TA and I have talked about my work and they have helped me improve it
w/s	I have completed this work with some support from an adult.
X	This is incorrect, please correct your work
△	Change this word
HW	Untidy handwriting - please write out the sentence again

## Appendix 2: KS1 pupil version of marking code

### Our KS1 Marking Codes:

Code	Meaning
C	There is an error with a capital letter or punctuation somewhere on this line.
P	You need to identify any incorrect or missing punctuation or capital letters on that line
~~~~~	This part of your writing doesn't make sense or can't be read. Look CAREFULLY and see why they are puzzled.
^	A word has been left out. Can you spot what it is?
^+	You need to add some more information here.
V	Somewhere in this sentence a verb is incorrect; it could be the tense or person. e.g Yesterday the old man <b>hobble</b> home ( should be <i>hobbled</i> = <i>past tense</i> )
//	 This symbol shows you where to start a new paragraph. New paragraphs for . . . change of time/ place/ event/ point
Sp	There is spelling mistake somewhere on that line. Your teacher may underline the mistake or write the correct spelling next to the word.  <b><u>You need to write out the correct spelling 3 times and try to learn it.</u></b>
T/ TA	My teacher or TA and I have talked about my work and they have helped me improve it
w/s	I have completed this work with some support from an adult.
X	This is incorrect, please correct your work
↑	Rewrite these words leaving a finger space between them
↔	Letter or number facing the wrong direction
PH	Use your phonics to sound out this word
NS	This is not a proper sentence please write it again
HW	Untidy handwriting - please write out the sentence again

### Appendix 3

Meaning	Code	
Capital letter missing or in wrong place.	<b>KS1</b> Circle in sentence and indicate in margin 	<b>KS2</b>  In margin. Where appropriate, scaffold with punctuation mark in the margin and circle where missing/incorrect in the sentence (especially with more advanced punctuation).
Punctuation missing or in wrong place	<b>KS1</b> Circle error in sentence and indicate puns in margin 	
This does not make sense		
A word has been left out or an ending is missing.		
More information is needed.		
Check tense		
Start a new paragraph.		
<b>Spellings to correct.</b>  <i>No more than 3 key spellings to be highlighted for improvement</i>	<u>Word underlined</u>   In margin	Depending on need, teacher to supply spelling or child to self correct.  <i>Child to write the correction 3 times at the bottom of their work (KS1) or in the margin (KS2) &amp; learn word</i>
Verbal feedback given		
Activity completed with some adult support		
A letter or number has been reversed.		
An answer is incorrect and needs to be corrected		
No spaces between words		

**John Ruskin School and Language Classes -  
Equality Impact Assessment Form**  
(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

**Section 1 - General Information**

1. Title of the policy or practice being assessed:

Marking, Feedback and Response

2. Aim(s) of the policy or practice being assessed:

To ensure consistency of practise in marking, feedback and response; to raise standards in teaching and learning; to detail procedures for marking, feedback & response

3. Type of policy or practice being assessed:

☐

Existing

☒

Proposed

4. Department and/or name of person responsible for the policy or practice:

Clare Tayton

5. Which members of our school community are affected/likely to be affected by the policy or practice?

☒

Pupils

☒

Staff

☒

Parents and carers

☐

Governors

☐

School volunteers

☒

Visitors to the school

☐

Wider school community

☐

Other – (please list) \_\_\_\_\_


☐

Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- ☒ Performance indicators or targets
- ☒ People profiles – eg pupils, staff, governors, visitors, wider school community
- ☐ User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- ☐ Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- ☐ Collating complaints and compliments
- ☒ Other – (please list)\_\_\_feedback to staff and TLT\_\_\_\_\_
- ☐ None 

7. Is the data we collect (or intend to collect) broken down into the following groups?


Tick all that apply:

- ☒ children or people from different ethnic backgrounds
- ☒ disabled children or people
- ☒ boys or girls, men or women, people who identify as transgender
- ☒ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay or lesbian
- ☐ None of the above 

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐  Insufficient evidence to make a judgement 

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☒ No – Go to Section 3  
☐ No – insufficient evidence to make a judgement–  Go to Section 3



☐ Yes  - these being:

- ☐ children or people from different ethnic backgrounds
- ☐ disabled children or people
- ☐ boys or girls, men or women, people who identify as transgender
- ☐ people of different ages
- ☐ children or people with different religions or belief
- ☐ children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

☒ No  
☐ Yes   
☐ Not sure 

Please describe any potential issues here:



## Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.
- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
  - Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

- ☒ There are no red flags or issues identified. No further action is required.  
Go to Section 7 - Completion
- ☐ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.  
Or we have identified an objective, lawful reason to justify the issue(s).  
Go to Section 5 - Improvement Actions
- ☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.  
Go to Section 6 - Additional evidence gathering.

## Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

## Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

**Summary of evidence gathered, including any consultation:**

**The conclusions and agreed actions:**

## Section 7 - Completion

Name and job title:	Clare Tayton – Co headteacher
Names and titles of any other people who assisted with this assessment:	
Date:	15/3/18
Date of next review:	2021
<b>When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.</b>	

