

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

<p>appropriate.</p> <ul style="list-style-type: none"> • Self and peer assessment criteria to be used when appropriate to support children marking their own work • 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. • 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 • Work examples to be identified and shared when appropriate • Challenge and extension activities to be identified on whole class marking sheet and shared with class as appropriate. • Any books not marked to be done after the lesson. • Complete whole class marking sheet every day for English and Maths- It is a working assessment document 	<p>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).</p> <ul style="list-style-type: none"> • 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. • 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 • Work examples to be identified and shared when appropriate • Challenge and extension activities to be identified on whole class marking sheet and shared with class as appropriate. • 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. • Any books not marked to be done after the lesson. • Complete whole class marking sheet every day for English and Maths- It is a working assessment document
--	--



Maths Marking

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

Reviewed at Achievement Teams and Leadership Team Autumn 2008

Reviewed by Clare Tayton, Autumn 2011, July 2013 & March 2015

Reviewed to include agreed suggestions of marking review, November 2015

John Ruskin Whole class marking sheets



KS1 Whole Class Marking Sheet

Subject & date	WALT			
Class				
Groups Please show children's achievement towards the WALT				
Common misconceptions		Work examples to share		
Vocabulary		Work to edit		
Future teaching points/Green pen			Children who need support	
Challenge and extension activities				



KS2 Whole Class Marking Sheet

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



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

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

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 likeand 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:

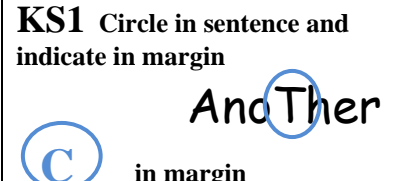
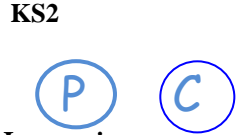












Code	Meaning
C	There is an error with a capital letter or punctuation somewhere on this line.
P	You need to identify any incorrect or missing punctuation or capital letters on that line
~~~~~	This part of your writing doesn't make sense or can't be read. Look CAREFULLY and see why they are puzzled.
^	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> = past tense)
//	<div style="display: flex; align-items: center;">  <p>This symbol shows you where to start a new paragraph. New paragraphs for . . . change of time/ place/ event/ point</p> </div>
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><i>You need to write out the correct spelling 3 times and try to learn it.</i></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
△	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 hobble home (should be <i>hobbled</i> = past tense)
//	 <p>This symbol shows you where to start a new paragraph. New paragraphs for . . . change of time/ place/ event/ point</p>
Sp	There is spelling mistake somewhere on that line. Your teacher may underline the mistake or write the correct spelling next to the word. <i>You need to write out the correct spelling 3 times and try to learn it.</i>
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.	KS1 Circle in sentence and indicate in margin 	KS2  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	KS1 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.		
Spellings to correct. <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) & 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	