



### School Vision

Our school vision underpins every aspect of school life and our duty to safeguard and protect the welfare of all the children at Robert Peel.

At Robert Peel Primary School our vision is to develop resilient and independent learners who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

### Introduction

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning intentions and Ingredient boxes. Feedback should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across our school, that informs and influences our planning and which enhances children's learning.

### Aims

Effective marking should:

- Relate to learning intentions and ingredient box for each lesson
- Give children specific feedback on the success of their work, showing it is valued and build their self-esteem
- Children can identify their own success and how to improve their work
- Give children clear strategies on how they can improve their work
- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Provide a tool for formative ongoing assessment
- Help parents to understand the strengths and areas to develop in their children's work
- Create a dialogue which will aid progression

### Principles of Effective Marking & Feedback

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension
- Be written in handwriting that is legible and a model to the child
- Provide timely feedback to children about their learning and next steps in preparation for the next lesson
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Provide information for the teacher on the success of the teaching
- Relate to the learning intention of the work set, e.g. science should be marked mainly for the science content; however spelling and grammar errors also need identifying
- Be consistently followed by teachers and Support Staff across the school in line with the Marking and Feedback policy
- Use the agreed marking code symbols to correct errors that go beyond the learning intention (Spellings and Grammar). This should be evident in all areas of the curriculum.
- Positively affect the child's progress



## **Procedures**

- Look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for children
- Link marking and feedback to the learning intention. Refer to these when giving written and verbal feedback. The learning intention will be annotated using the correct code to indicate whether the learning intention has been met.
- Link marking and feedback to Send Support Plans where appropriate
- Acknowledge verbal comments and praise with the appropriate symbol from the marking codes.
- Give positive public feedback for high achievement, as an illustration of completion of the learning intention and ingredient box.
- Look for persistent errors and patterns of errors specific to the child's ability, rather than every error made: be selective and sensitive in marking and keep to a maximum of 3 errors for spelling. i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know. The corrected error could be written out for the child to correct or they could be encouraged to find the correct spelling for themselves dependent on ability.
- Ensure work is marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- In years 5 and 6, the first 3 letters of an identified incorrect spelling can be given so that the children are able to use a dictionary to check the correct spelling.

## **Feedback**

The Learning Intention and date will be at the top of all pieces of work. The work should be set out in accordance with the school's Presentation Policy. The Ingredient Box will be displayed for fortnightly quality pieces of writing.

The following strategies can be used to mark, assess and provide feedback:

### **1. Verbal Feedback**

This means the discussion of work and direct contact with the child. A discussion should be accompanied by the appropriate marking code symbol in the child's book. Amendments or improvements made to the child's work should help to identify the verbal feedback that has been given.

### **2. Ingredient Boxes**

Ingredient Boxes are a method of sharing the criteria (ingredients) that the children need to include that links them explicitly to purpose and to the reader. In the middle, children put what type of writing they're doing and its intended audience; outwards from this are the intended 'effects' on that audience, or what the writing is meant to provide for its readers; outwards again are the ingredients – the features which might help to achieve these things.

### **3. Self/Peer Marking**

Children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair mark work. Children should be trained to do this and ground rules set. Children should first point out things they like then suggest ways to improve the piece but only against the learning intention or ingredient box. Children could underline evidence that they have met the criteria from the ingredient box in their own books or they could write a comment in their own or in another child's book. Children are expected to self-edit their work using a red pen. Rubbing out will be discouraged. Homework will be self-marked at the end of the week as a whole class.

### **4. Quality Feedback Comments**

Personalised quality feedback comments could be made in all subject areas to extend learning and must be differentiated appropriately. It is expected that a piece of quality writing will be produced on a fortnightly basis for children in Key Stages 1 and 2. This piece of writing is an ideal opportunity to mark in detail and therefore should be written on alternate lines.



When marking, staff may see a piece of work that requires clarification or is a good opportunity to extend the child's learning. The emphasis when marking should be on both success and areas for development against the learning intention and ingredient box. A focussed comment should help the child in 'closing the gap' between what they have achieved and what they could have achieved. (See Appendix 1)

Examples of useful 'closing the gap' comments are:

- **Action** - Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it. Eg You need to add 3 adjectives to your character description.
- **Question** - Useful to clarify or stretch thinking. Asked as an open ended question to avoid yes/no response. Eg Can you think of a sentence containing the conjunction because?
- **Challenge** - Useful to extend learning and/or challenge.  
Eg What other ways are there of making 20?

Time needs to be given for the child to respond to the written prompt, thus enabling them to 'close the gap' and improve their work further.

In Maths, marking will take place during the lesson or as soon after the lesson as possible so any misconceptions can be corrected.

### **Visualisers**

Each class has access to a visualiser. This resource enables teachers to give immediate feedback to children using an example of children's work where possible. This equipment also enables teachers to model and scaffold learning to children on how to improve their work and respond to any feedback given.

### **Responsibility**

All staff have a responsibility to give children feedback in accordance with this policy to ensure children are able to move their learning on and reach their goals. Teachers will mark in blue and all other staff will mark in green.

## **Assessment Codes for Learning Intentions**

M – Met

WT – Working Towards

T – Target

## **Marking Codes**

VF - An adult has spoken to me about my work.

PS – Peer Support

I - I did it by myself.

A - An adult gave me some help.

☺ - What was good.

↑ - What is needed to improve your work



Spellings and number formation errors circled for children to copy 3 times.

( ) = Grammar error

G – Grammar error


 - Punctuation error


P – Punctuation error

SP – Spelling error

In Maths, the specific error is circled.


### Writing Marking Symbols

 - Say your sentence

 - Start next to the margin


on - Write on the line

**ABC** - Capital Letters

 - Use your sounds

 - Finger Spaces

• - Full stops

 - Re-read your writing



**Monitoring**

Marking and Feedback will be monitored regularly by the Senior Leadership Team and other Subject Leaders and will form part of our annual monitoring cycle.

**Review and Evaluation of the Policy**

The policy will be reviewed annually, to ensure it is kept in line with any curriculum changes that take place within the school or externally.

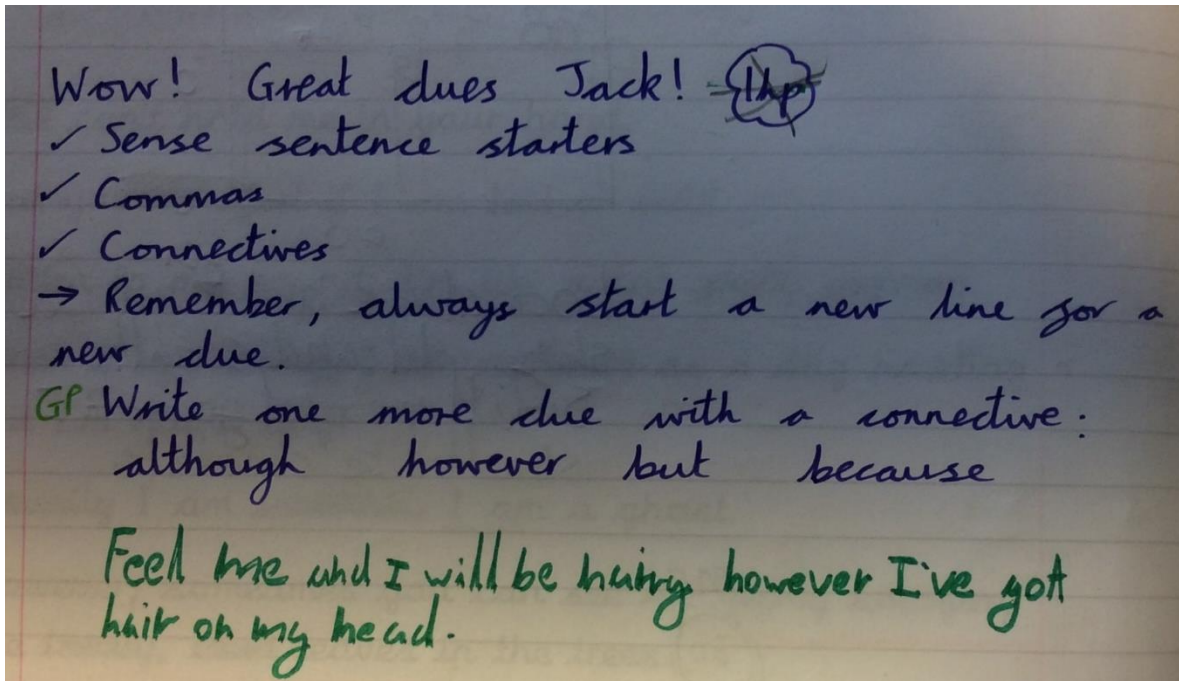
**Appendix 1**

Action	Question	Challenge
<p>Useful where explicit improvements need to be made. Identify the improvement and ensure that the child acts on it.</p>	<p>Useful to clarify thinking or stretch thinking. Ask as an open ended question to avoid yes/no response.</p>	<p>Useful to extend learning and/or challenge.</p>
Examples		
<p>Re-write your sub-headings as questions.</p> <p>Look again at Q4. Use the words I have underlined to help solve.</p> <p>This sentence doesn't make sense. Use commas to show where the subordinate clause should be.</p> <p>Find the three places where you should have used a capital letter. Change them please.</p>	<p>Why did you choose the sci-fi setting?</p> <p>How many ways can you find to solve the second problem?</p> <p>Can you write a question which could be solved using the grid method?</p> <p>Who is the predator in this food chain?</p>	<p>Look at Q3. Can you write this as a word problem for your learning partner to solve?</p> <p>Look at this calculation. Can you solve? Look carefully at the brackets first.</p> <p>Re-write the second paragraph but extend the description of the main character to include far more about feelings and motives.</p>

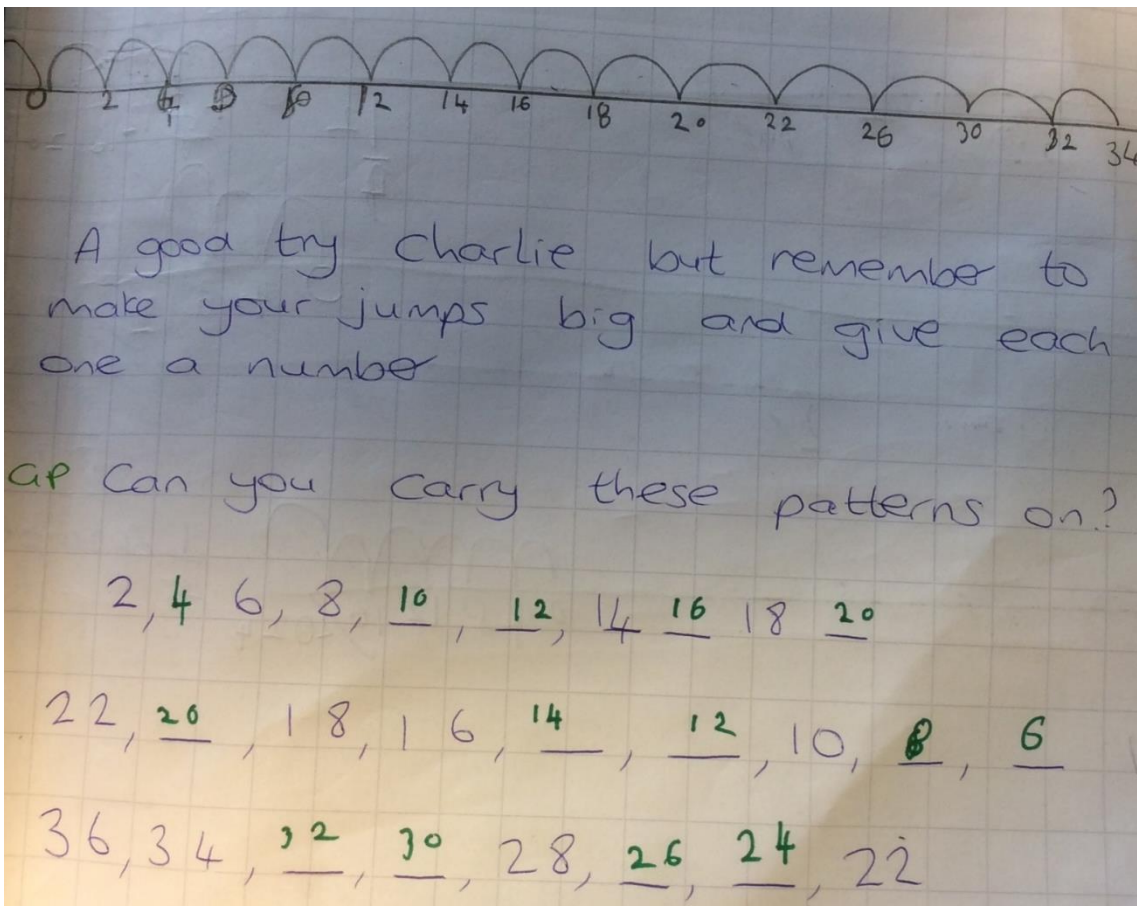


Examples of action comments:

Child responding to action with some scaffolding.



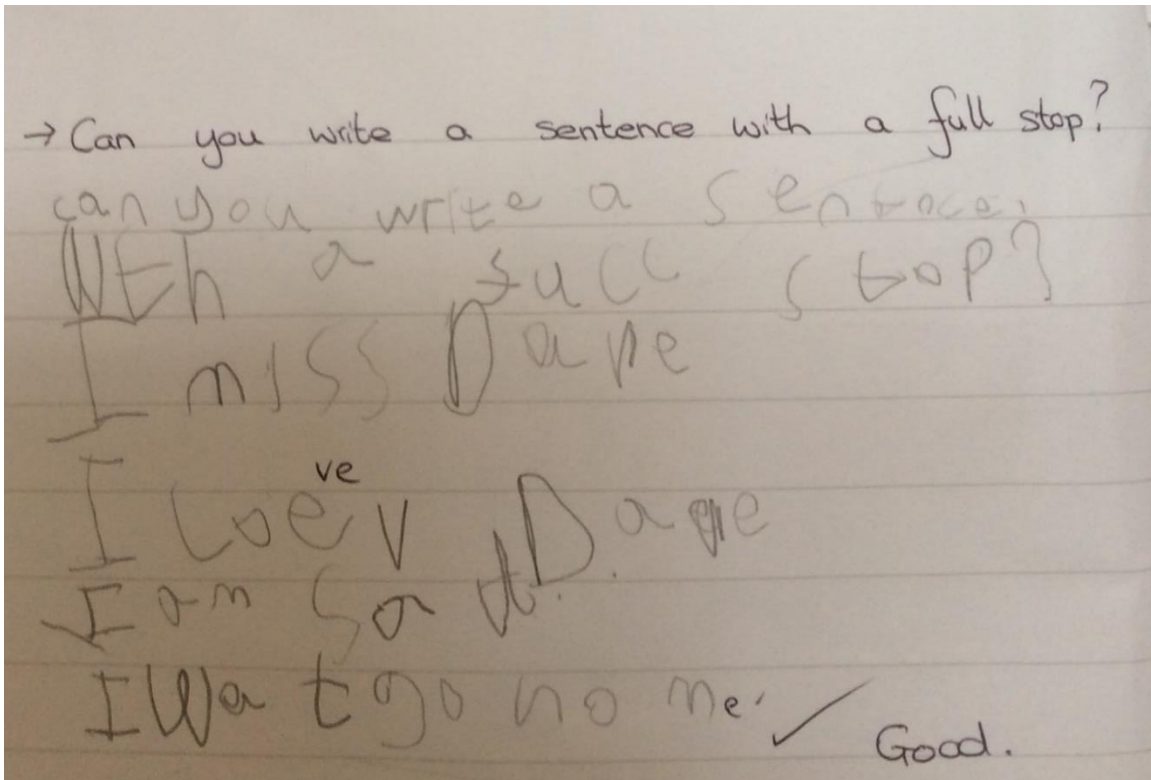
Child responding to action.



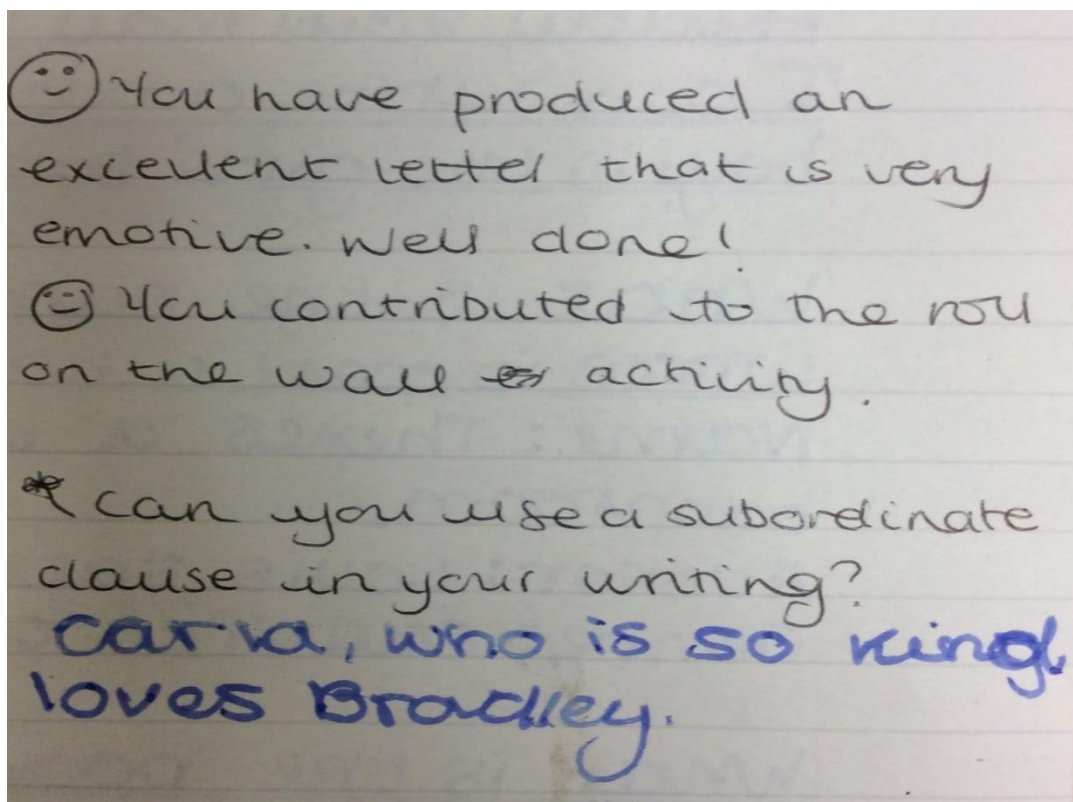


Examples of questioning comments:

Child responding to question.



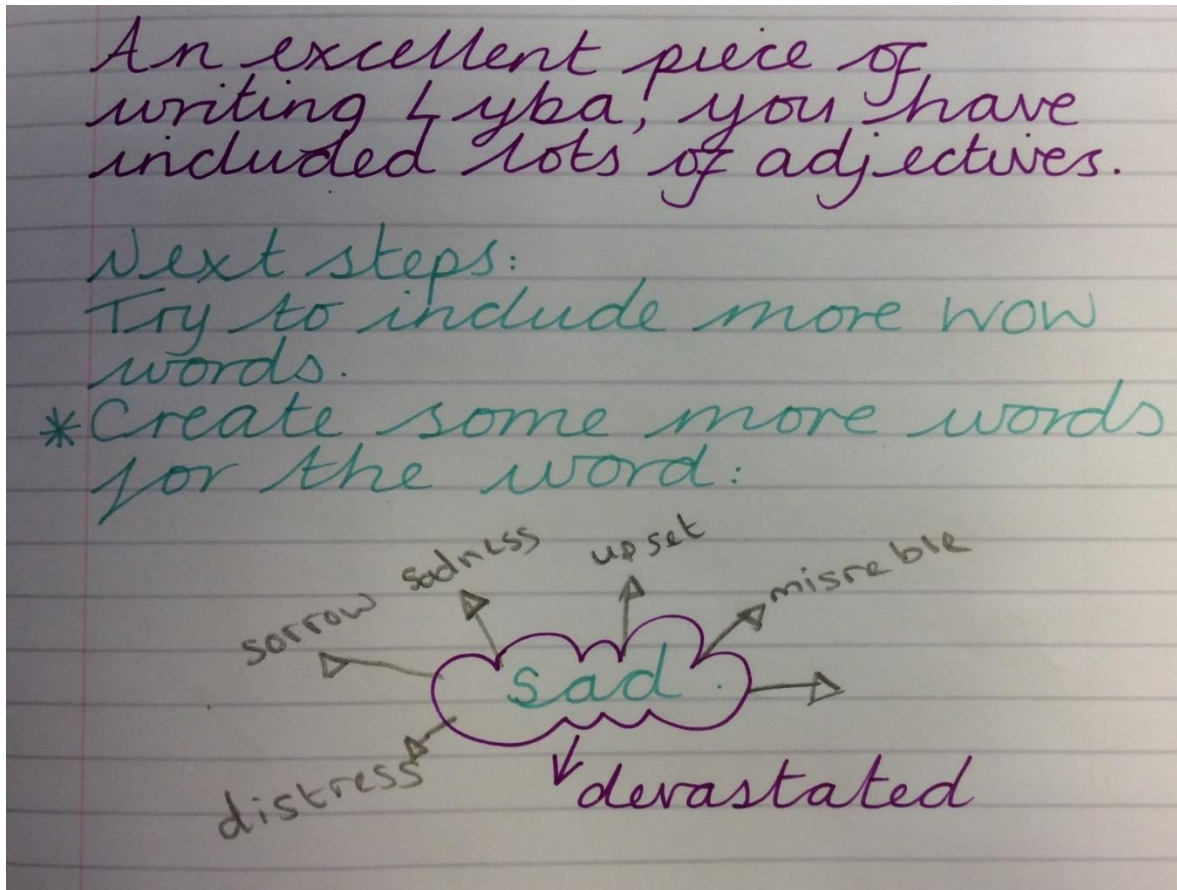
Child responding to question that checks out the application of grammar.





Examples of challenge comments:

Child responding to challenge.



Teacher providing additional challenge – asking child to put a calculation within a word problem.

