



**Talavera Junior School**  
**Marking, Feedback, Pupil Response and Intervention Policy**

**Latest Review:** January 2023

**Next Review Planned:** January 2025

**Signed:** \_\_\_\_\_ A Webb \_\_\_\_\_ (Policy Owner)

**Print Name:** A Webb

**Review Date:** \_\_\_\_\_



**Talavera Junior School**  
**MARKING POLICY**

**POLICY CHANGE HISTORY**

<b>Version</b>	<b>Date</b>	<b>Status</b>	<b>Policy Owner</b>	<b>Governor Approval</b>	<b>Comment</b>
1.0	2009		Claire Furzland		
2.0	02/04/14	Complete revision	Laura Tichbon	Helen Barden	Revised due to change of practice in marking
2.1	05/10/15	Complete revision	Amanda Webb		
2.2	2/1/16	Policy adopted	Amanda Webb	-	Revised due to practice
2.3	9/01/18	Revised	Amanda Webb		Revised due to practice / frequency
2.4	21.8.19	Revised	Maxine Cutforth		Revised to match current practise
2.5	9.7.20	Revised	Maxine Cutforth		Writing feedback adjusted
2.6	4.9.20	Revised	Maxine Cutforth		Removal of stickers
2.7	5.1.22	Revised	Laura Harman-Box		Removal of P4C and tick stickers/ clarification of marking expectations regarding stickers and long writes  Further updates 05.09.22 - practice



## Talavera Junior School Marking, Feedback and Pupil Response Policy

### Aims

Regular careful marking and feedback should provide both child and teacher with a clear understanding of how they have performed within their learning. It should highlight achievement for individual children as well as monitoring the whole class as a tool for further planning and teaching / learning. Marking should inform children how to improve their learning and provide them with an opportunity to respond and improve their understanding by closing the gap to National Standard.

The results of marking and giving feedback will enable teachers to:

- ~Monitor and assess the impact of lesson content and delivery on learning
- ~Encourage high expectations of pupils' capabilities
- ~ Ensure all children are making good progress towards the National expectation or greater depth
- ~Close any gaps in their learning

### Principles

- A consistent and manageable method of marking, feedback and pupil response throughout the school
- Marking work promptly and according to agreed guide lines.
- All adults working with the children will be involved in marking and feedback
- Children will be given opportunities to respond to adult feedback and make improvements to their work. Children should make progress through responding to feedback
- Clear strategies for improvement will be given
- Marking and feedback to inform future planning and teaching and learning

### Guidance

- In English, marking in long writes should share a positive comment relating to an area of strength. A next step be given linked to achieve the LO or to support the next piece of writing.
- Children should be made aware of success criteria before beginning an individual piece. Marking stickers must relate to these success criteria, including a spelling target.
- Children's work should be marked and the feedback ready for the next lesson.
- Marking must be completed in green pen.
- Stamps must be used to show whether a child has worked with a learning support assistant or a teacher.
- Any person marking, who is not the class teacher, should initial the work including job shares and focus teachers.
- Verbal feedback through pupil conferencing is used where ever possible alongside immediate intervention. Teachers will discuss feedback with pupils on a regular basis and will record this with a verbal feedback stamp.

- In certain situations( where appropriate), self-marking may be appropriate, as long as accuracy is checked by the teacher.
- Children should be given the opportunity to evaluate either by themselves or with peers.
- All written work will have spelling, punctuation and grammar marked according to the child's ability, known as SPaG marking.
- Teacher's handwriting needs to follow the school's handwriting policy.

### Written Work

- In extended pieces of writing, children will underline words they are unsure of and if possible use a dictionary or word bank to self-correct.
- Response to marking by the child will be completed with purple polishing pens when the work is returned to them.
- At the end of each extended write, children should revise success criteria which must be endorsed by the teacher.

### SPAG Marking

- The letters 'sp' will also be placed in the margin on the corresponding line which contains a spelling mistake.
  - Corrected spelling will be given by the teacher if it is felt that the child is not able to find out the correct spelling or use a dictionary. The correct spelling will be written below the word/ sentence/ paragraph. They will then locate and change the misspelt word. The number of corrections needs to take account the child's age, ability and person.
  - If it is a spelling a child should know, they can be asked to re write the word several times underneath the work. The child could be asked to add a missing letter or sound. Spelling stickers are also used to correct a specific spelling rule used incorrectly. Rhymes can be used to support marking.
  - The symbol ^ will be used to indicate a missing word.
  - Incorrect or missing punctuation (including use of capital letters) will be indicated by a small circle in the position where the punctuation should be.
  - Tense is indicated using the letter T
- NB The number of words or punctuation errors marked by the teacher will relate to the ability of the child and the purpose of the writing (e.g. display).

### Maths

- Correct answers will always be marked with a tick (✓).
- Incorrect answers will be marked with a cross (x).
- Corrections by the children should be made next to the original work using purple pen.
- A demonstration or example by the teacher may be needed.
- Response to marking will be completed in purple polishing pens.
- Immediate intervention stickers used consistently

### Reading

- paired or grouped work and must be stamped accordingly. Independent work does not need to be stamped.
- Children might be given a written comment where appropriate in order for them to develop their reading skills.
- Response to marking will be completed in purple polishing pens.

### Frequency

<u>Subject</u>	<u>Stamps</u>	<u>Frequency</u>	<u>Expectation</u>
Writing	Teacher assisted TA assisted Group work Pair work Verbal feedback	Extended writes - all  All pieces	Specific positive comment Success criteria - labels SPaG marked Feedback comment - handwritten (closing the gap, challenge or explanation)  Work to be marked with a tick and initial SPaG marked
Maths	Teacher assisted TA assisted Group work Pair work Verbal feedback	Daily  2 x a week	Correction / self-marking/ peer marking Work to be marked with a tick and initial  Feedback comment or sticker (closing the gap, challenge or explanation)
Reading	Teacher assisted TA assisted Group work Pair work Verbal feedback  I read in a group stamp	Daily  2 x a week  Weekly	SPaG marked Work to be marked with a tick and initial  Feedback comment or sticker (closing the gap, challenge or explanation)
Topic and Science	Teacher assisted TA assisted Group work Pair work Verbal feedback	All pieces	Work to be marked with a tick and initial Feedback comment or sticker (closing the gap, challenge or explanation) in most lessons

### **Intervention and Feedback:**

Intervention and feedback should be used to develop a child's independence and improve their meta-cognition with regards to their learning. It allows children to move learning from their working to their long-term memory.

Intervention should be short, sharp and precise in order to allow children to maintain the children's access to a breadth of curriculum subjects. This will primarily be focused on ensuring that children's prior learning is consolidated. It will address any misconceptions that may have developed.

Assessment for learning within the lesson will have identified these areas and books or learning will be placed at intervention stations. In order to allow this intervention and feedback to be effective and time-efficient, it may include:

- Spelling, punctuation or grammar mistakes or misconceptions
- Sentence-level errors
- Paragraphs which need editing in upper school
- Maths tasks which are incorrect or include misconceptions

- Next steps occasionally, when children have tried to complete these in a timely manner independently but have needed support

In these situations, the same range of strategies as would be used in lessons should be used. An immediate intervention sticker needs to be placed in the appropriate book to show that this intervention has happened. The initials of the adult who completed the intervention are written on the sticker. A child should use purple pen for this intervention.

Interventions can be carried out 1:1 or in small groups.

**Maths immediate intervention MUST be completed first so the children are ready to learn the next day.**

Where appropriate, intervention time can be used to pre-learn.








Rather than carrying out immediate intervention, teachers may use their assessment for learning in order to provide the highly-effective tool of verbal feedback in a lesson. This will be signposted through the use of a verbal feedback stamp. A range of strategies may be included in verbal feedback, including the use of resources such as dictionaries and iPads.





Split inputs may also be used the following day, in which our highly-trained LSAs take a small group for a separate input which addresses the misconception or re-teaches the concept before being included back in the main lesson.

Examples of marking/ good practice can be shared and discussed with all subject leaders or SLT.

## Appendix 1

### Glossary of Stickers

Sticker	Image	Purpose
Close the gap		Children complete a next step to move learning on - all books
Explain		Explain a term or process - requires more detail - all books
Challenge (five stars)		A challenge that could be given to the class - all books
Greater depth extension		Extension/challenge given to a specific group - all books
Intervention		Where a child has had any form on immediate intervention with any member of staff
Success Criteria	<p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/></li> </ul>	Outlines the success criteria for the lesson, usually completed by the teacher at the end of an extended piece of writing - English books
Grammar Genie		A quick grammar question (can be unrelated to the LO) -English books
Spelling		A next step in the form of spellings - English books

Maths Flash		A quick maths question (can be unrelated to the LO) - maths books
Circle time		Explains that Circle Time has been completed and what was covered - topic books
British Values		Demonstrates that a British Value has been covered in that PSHE lesson - topic books
Audience and Purpose	 <p><u>Audience:</u> Your friends and family  <u>Purpose:</u> To help people understand you  <u>Form:</u> A poem</p>	Extended writes in English