



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

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Talavera Junior School MARKING POLICY

POLICY CHANGE HISTORY

[illegible]



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 and address any misconceptions in their learning

Our policy aims to follow the subsequent 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

- 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. Paired or grouped work must be stamped accordingly but independent work does not need to be stamped
- 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 English, marking of extended writes should share a positive comment relating to an area of strength. A next step will be given linked to achieving the LO or providing support for the next piece of writing.
- Children should be made aware of the success criteria before beginning an individual piece. Marking stickers must relate to these success criteria, including a spelling target when appropriate.
- 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 the 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 errors are 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
- Sentence scaffolds should be used to support and extend children's explanations
- Response to marking will be completed in purple polishing pens
- Basic SPAG (including topic related words) should be picked up for correction
- Immediate intervention stickers should be used consistently following Assessment for Learning (AFL) opportunities throughout the lesson
- Self-marking is suitable for maths lessons but must be checked over by a teacher for accuracy

Reading

- Children might be given a written comment where appropriate in order for them to develop their reading skills
- Sentence scaffolds should be used to support and extend children's explanations
- Basic SPAG (including topic related words) should be picked up for correction
- 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 3 x a week | Specific positive comment Success criteria - labels SPaG marked Feedback comment - handwritten Work to be marked with a tick and initial SPaG marked Feedback comment or sticker (closing the gap, challenge or explanation) |
| Maths | Teacher assisted TA assisted Group work Pair work Verbal feedback | Daily 3 x a week | Correction / self-marking/ peer marking Work to be marked with a tick and initial Basic SPaG marked 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) Written next step (more often linked to comprehension lessons) |
| Topic and Science | Teacher assisted TA assisted Group work Pair work Verbal feedback | All pieces | Work to be marked with a tick and initial SPaG marked 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. It should also help children to have an understanding of their general next steps in learning.

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 also 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 used in lessons should be followed. 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-teach.







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 of immediate intervention with any member of staff |
| Success Criteria | <p><u>Success Criteria:</u></p> <ul style="list-style-type: none"> • <input type="checkbox"/> | 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>Audience: Your friends and family Purpose: To help people understand you Form: A poem</p> | Extended writes in English |

Appendix 2

Marking annotations

Upper school:

| What does my teacher's marking mean? | |
|--------------------------------------|---|
| sp | Look for the spelling error on this line. |
| T | Look for the tense error on this line. |
| P | Look for the punctuation error on this line. |
| ^ | Add in the missing word. |
| X | Have another go at the question. |
| VF | An adult will give you verbal feedback on this. |
| → | Respond to the feedback you have been given. |
| ✓ | Great job! Your teacher loves this! |

Lower school:

What does my teacher's marking mean?

| | |
|------------------|---|
| sp | Correct the underlined error. |
| T | Correct the underlined error. |
| P | Correct the circled error. |
| spe__ing | Fill in the missing letters. |
| spe □□ing | Fill in the missing letters. |
| sp x 3 | Copy the spelling correctly three times. |
| ^ | Add in the missing word. |
| × | Have another go at the question. |
| VF | An adult will give you verbal feedback on this. |
| → | Respond to the feedback you have been given. |
| ✓ | Great job! Your teacher loves this! |