



## Constantine Primary School Effective Marking and Feedback

*Adopted June 2019*

*Reviewed January 2020*

*Reviewed June 2021*

Effective marking and feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

### **Effective marking and feedback aims to:**

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem in learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

### **Marking and Feedback:**

In order to ensure that marking and feedback is purposeful and is consistent throughout the school, the following procedures should be followed.

### **Marking:**

#### **At Constantine School there are four key methods of marking:**

1. Deeper marking
  2. Lighter marking
  3. Self-marking and assessment
  4. Peer marking and assessment
- Staff should always try and mark pupil's learning each day in order to ensure that it is purposeful and has an impact on progress.
  - Learning should be marked according to the curricular focus and learning objective, i.e. in a piece of science learning, focus on the science knowledge and understanding. It must be noted however that the expectations of English content e.g. use of grammar, spelling (especially those associated

with the topic e.g. magnet, photosynthesis) grammar and handwriting should remain consistently high.

- Some learning will require a 'lighter touch' whilst other pieces will need more 'in-depth marking.'
- Teachers should mark with a green pen and teaching assistants should mark with a purple pen.
- Adults handwriting must be clear, legible, well-formed and well-presented at all times and must be in line with the school's Handwriting Policy.
- There may be times when pupils mark their own or others work; in these cases, pupils should mark in any colour other than green, purple or the colour that they have written in.
- Where peer marking and assessment has been appropriately introduced, pupils will identify one positive aspect of work and suggest one area for improvement by using one star (positive aspect) and a wish (area for improvement). This can be done in any colour other than green or purple or the colour that the pupil has written in. The peer assessor's initials must be written next to the comment.
- Work that is correct should be marked with a single tick; two or three ticks may be added for a particularly appropriate choice of vocabulary or phrasing.
- When marking English work, it is important that the teacher and/or teaching assistant use the appropriate agreed symbols (**see: appendix 1 and 2**).
- All pupils should have access to a copy of the marking symbols and should be encouraged to refer to it (if needed) when they have their learning returned.
- When correcting Mathematics work, any wrong answers should be identified by a dot and corrections should be written separately where appropriate.
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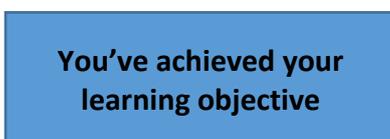
## Providing Feedback on Learning:

### Verbal Feedback:

- If the teacher or teaching assistant provides verbal feedback, 'VF' should be written on the learning.

### If the learning objective has been fully met:

- If an objective has been fully met the following should be stamped on the pupil's learning:



- Teachers *may* wish to add an additional comment next to the 'You've achieved your learning objective' stamp if they wish.
- A 'Now' comment *may* be added if needed, but *is not* always necessary.

**If the learning objective has not been met, but the pupil is able to independently undertake the 'Now':**

- If a pupil has not fully met their learning objective the following stamp should be used:

**You are working towards  
your learning objective**

- A 'Now' comment should then be provided and should clearly identify the next steps for that the pupil should take in order to improve their work even further.
- Pupil's should be given time before the next lesson to read and complete the 'Now' step prior to the next lesson.

**If the pupil needs verbal feedback on their learning after the lesson, but before the next lesson:**

- If the pupil's learning needs to be discussed prior to the next lesson, the following should stamp should be placed on the pupil's learning:

**Please see me to discuss  
your work.**

- The pupil should then meet with the teacher or teaching assistant and verbal feedback should be provided.
  - 'VF' should be written or stamped on the learning.

**Pupil Self-Assessment:**

- At the end of a lesson, where learning objectives have been written, pupils are required to self-assess their learning by putting the appropriate coloured dot next to the learning objective.
- Pupils should use the following traffic light system:
  - a. Green: *"I understand and I can do this; this is shown in my work."*
  - b. Amber: *"I can do this, but need more help to make sure I am confident."*
  - c. Red: *"I find this difficult."*
- If the teacher agrees with the pupil's self-assessment, a tick will be placed next to the pupil's coloured dot.
- At the end of a writing unit, where appropriate, a marking ladder should be used by the teacher and pupil to support assessment, marking and feedback.

**Achievement and Rewards:**

It is important that pupils are acknowledged/rewarded for (i) progress and achievement and for (ii) BLP which will include, perseverance, managing distractions, collaboration making links and questioning.

Specific praise and rewards should be provided by both teachers and teaching assistants which may include, BLP stickers, Team Points, Class Dojo, telephone call home and reward stickers.

**Appendix 1**

**Marking Symbols**

Symbol	Meaning
<u>thier</u>	<b>Incorrect spellings should be underlined</b>
	<b>Capital letter needed</b>
	<b>Capital letter not needed</b>
	<b>Incorrect punctuation mark used</b>
//	<b>New paragraph</b>
	<b>Omission</b>
•	<b>Incorrect answer</b>
✓ ✓✓ ☆	<b>Good idea/vocabulary</b> <b>Brilliant idea/vocabulary</b>
T	<b>Children self-assess against target and write T in margin</b>
	<b>Sticker awarded</b> <b>Team point awarded</b> <b>Privilege awarded</b>

VF	Verbal feedback given
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Appendix 2

**Pupil Self-Assessment**

You should self-assess your learning at the end of a piece of work that has a learning objective using the key below. The coloured dot should be put next to the learning objective.



**I find this difficult.**



**I can do this, but need more help to make sure I am confident.**



**I understand and I can do this; this is shown in my work.**

If the teacher agrees with your self-assessment, they will put a tick next to your coloured dot.

For example:

