



## Barton Church of England (Voluntary Aided) Primary School

### MARKING AND RESPONSE POLICY and PROCEDURE

#### **Aims**

At Barton Church of England (VA) Primary School we recognise the importance of feedback as part of the teaching and learning cycle and we aim to maximise the effectiveness of its use in practice. We are mindful of the workload implications for teachers of written marking and of the research surrounding effective feedback.

The Department for Education states in their Teachers' Standards that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. Research from the Independent Teacher Workload Review Group entitled "Eliminating unnecessary workload around marking", has shown that there are three main recommendations for marking.

#### **Meaningful:**

*Marking varies by age group, subject, objective and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Non negotiables should be considered an essential aspect of most marking.*

#### **Manageable:**

*Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

#### **Motivating:**

*Marking should help to motivate pupils to progress so that they flourish in their learning. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

We also take note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons, that are adapted to suit learners' needs.

#### **Key Principles**

**Our policy on feedback has at its core a number of principles:**

- The sole focus of feedback and marking should be to further pupils' learning and to enable our

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pupils to become more reflective of their own learning. Feedback should be accurate, clear and be given sparingly so that it is meaningful. Feedback should provide specific guidance on how to improve and not just tell pupils when they are wrong. In keeping with our Christian ethos, vision and values, the staff and children in Barton approach mistake-making as an opportunity to learn. Risk taking in the safe and supportive environment of the school is encouraged.

- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where necessary and when they are accessible to pupils according to their age and ability.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.

### **Feedback and Marking in Practice**

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. **Immediate** feedback – at the point of teaching – this may be a written comment (e.g. *sp* for spelling) in the book or verbal feedback, taking the form of a discussion and/or annotations.
2. **Summary** feedback – at the end of a lesson/task, using examples to illustrate general points to the whole class under a visualiser, for example.
3. **Review** feedback – away from the point of teaching (including written comments). See below for more detail on what responsive feedback involves.

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the pupil to address independently and for the teacher to adapt future teaching. Teachers will record their observations in their distance marking folder.

Work is assumed to have been completed independently unless otherwise indicated by *G*, *S* or *VF*. These letters may be used for a whole or part piece of work. Independent work means that the pupil has completed the task without further intervention from any adults in the class. They may have used commonly available resources, such as dictionaries or word cards which they have selected for themselves.

**G (guided)** is understood to mean that the teacher or other adult has guided the pupil or group intensively.

**S (supported)** is understood to mean that the teacher or other adult has intervened to a lesser degree, for example, to offer support for a question or concept to move them on in their learning.

**VF (verbal feedback)** is understood to mean a brief and focused pointer to help pupils to improve their understanding or to promote self-checking, for example.

Type	Examples of oral IF	Evidence of written IF
<p>1. <b>Immediate</b> feedback – at the point of teaching – this may be a written comment (e.g. <i>sp</i> for spelling) in the book or <i>verbal feedback</i> (VF), taking the form of a discussion and/or annotations. This may happen on an IWB or under a visualiser, depending on the nature of the feedback.</p>	<p><b>Orally:</b></p> <ul style="list-style-type: none"> <li>➤ Pose a question to extend thinking</li> <li>➤ Set a challenge</li> <li>➤ Set an editing task</li> <li>➤ Indicate scaffolding materials to support task</li> <li>➤ Allocate partner or adult to support</li> </ul>	<p><b>Written:</b></p> <ul style="list-style-type: none"> <li>➤ Sp (spelling)</li> <li>➤ Punctuation</li> <li>➤ Letter/number reversal</li> <li>➤ Presentation issue e.g. underlining</li> <li>➤ Squiggle line to consider alternative vocabulary</li> <li>➤ Excellent word choice</li> <li>➤ Highlighter</li> <li>➤ Paragraph</li> </ul>
<b>Type</b>	<b>Examples of Summary Feedback</b>	
<p>2. <b>Summary</b> feedback – at the end of a lesson/task, using examples to illustrate general points to the whole class under a visualiser.</p>	<ul style="list-style-type: none"> <li>➤ Plenary towards the end of a teaching section or at the end of the lesson</li> <li>➤ Examples shown via visualiser and marked, improvements and errors identified together</li> <li>➤ Editing demonstration using purple polishing pen under visualiser or directly onto the IWB</li> <li>➤ Encouragement of peer support and feedback at strategic parts of the lesson against success criteria or specific teaching points, for example, group marking, peer marking, self-marking</li> <li>➤ Using plenary in order to discuss and draw conclusions, identifying particular questions and concepts that need to be focused upon as next steps in future teaching and learning sessions</li> <li>➤ Adults, including the teacher, may record general observations from the summary feedback for a group or individuals on a post-it for the Distance Marking folder. Particular focus should be placed upon next steps and difficulties identified</li> <li>➤ There may not be written evidence unless the children have marked/annotated their work, though plans or IWB will show amendments to subsequent teaching plans on the basis of discussions. Some lessons will not require a written form of recording, for example, PSHE, RE or guided reading.</li> </ul>	
<b>Type</b>	➤ <b>Evidence of Review Feedback</b>	
<p>3. <b>Review</b> feedback – away from the point of teaching (including written comments). See below for more detail on what responsive feedback should involve.</p>	<ul style="list-style-type: none"> <li>➤ Distance Marking Folder – see below for more details about what the folder should include and how it should be administered</li> <li>➤ In addition, teachers and TA may add an occasional comment – TAs write in blue, Teachers in green, identifying specific spellings, punctuation or other issues that can be addressed without adult</li> </ul>	

supervision.

- Highlighters will be used to indicate 'not yet achieved' (blue), 'achieved' (green) and 'greater depth/greater attainment' (yellow). In the event of work and effort of an exceptional level, a gold star, comment and 'excellent work' card may be added. A purple highlighter will be used to indicate that a piece of work needs to be edited according to a specific, personalised criteria. See the 'How work is marked KS2' summary below.

### **Distance Marking Folder (DMF) for Review Marking**

Each folder should have a maths and English summary sheet showing all the children in the class and the days of the week across the top. In addition to this summary sheet, there must be an individual sheet for maths and a different one for English upon which specific Learning Objectives (LO) are listed and misconceptions described. A completed example is shown below.

#### **English and Maths**

Each piece of work that is not independent should have one of the following letters recorded in the folder to denote the level of support that was available:

- G (guided) or
- S (supported)
- VF (verbal feedback)

A summary of the shared understanding of what each letter signifies is included above. The level of support will also be shown on the piece of work in the book, alongside the underlined date and LO. Thus, the letters used on the cover sheet in Maths and English each day in the DMF will match the corresponding piece of work in each pupil's book.

Where possible, each adult will work with a focus group. It is their responsibility to monitor and record in writing (e.g. post-it notes), or directly into the Distant Marking Folder, what they observe with regards to each pupil's understanding and progress in that lesson against the LO. Teachers and TAs may negotiate the best method for recording observations. Any pupils shown as 'blue' on the cover sheet should have a note on the weekly LO sheet identifying their learning needs.

#### **Expected**

Where children have achieved expectations, there is no need to add further comment, although the adult may wish to indicate something to work on at a later date or to be incorporated into further planning. Non negotiables may be alluded to. On the overview sheet, these children will be indicated with a green highlighter mark. *Effort* towards achieving a task can also be reflected in the use of a green mark. However, in this instance, a comment should be recorded identifying how the child's learning will be progressed and thereby showing how to close the gap in their understanding.

### **Below Expected**

Any child who has not achieved at the expected level, will be shown on the cover sheet in blue. Adults will need to have noted concerns and misconceptions in writing and added this information to the DMF for the teacher to refer to and use in planning further lessons and support.

### **Greater Depth/Greater Attainment related to their ability**

Greater depth/attainment is indicated by a yellow highlighter mark. In addition, children who have exceeded expectations could be rewarded with a gold star, an 'excellent work' card and a comment in their book. In UKS2, the teacher may choose to negotiate a substitute for the gold star according to the pupils' motivations, for example a smiley face. The rest of the school will limit itself to the star, comment and card combination described above.

In summary, the attainment of each child in each lesson will be acknowledged on the DMF cover sheet. For the majority of children this will be a simple green mark on the cover sheet as described above. Any child who falls either side of 'expected' will have additional comments made about their achievements, either indicating what needs to happen to close the gap or the ways in which they have excelled.

Marking symbols are also summarised below.

### **Marking and Feedback in other subjects**

Pre and post assessments will be carried out for each unit in each subject to identify the attainment against NC objectives and to inform planning. In addition, a distant marking sheet will be prepared (see Appendix U-OAR) showing the LOs for each lesson in each unit in each of the other subjects (i.e. BARE, ARE, GDS). As the teaching sequence is completed, the initials of each child will be placed in the BARE, ARE or GDS box as appropriate. Notes may be added where necessary. Preconceptions and an overall judgement at the end of the unit will also be recorded.

### **Spellings and Marking progression: from EYFS to Year 6.**

Phonetically plausible spellings are acceptable from our younger pupils, although tricky words and Common Exception Words are taught and learnt. All classes have access to appropriate word or spelling lists for their age group/needs. The following shows how "sp" is followed up in sequential order throughout the school:

Sp = teacher writes out correct spelling and pupil copies correctly 3x

Sp = teacher writes out spelling and relevant spelling pattern for practice

Sp = pupil writes correct spelling in a sentence

Sp = pupil looks up spelling in dictionary and self-correct

Subject	Pre-Assessment	On-going assessment	End of unit assessment
English writing	Autumn 1 Week 1: Discreet tasks/lessons to assess: <ul style="list-style-type: none"> <li>● Non-negotiables</li> <li>● Handwriting</li> <li>● GPS content from previous year</li> <li>● GPS content to be taught in coming term</li> </ul> Include an opportunity for extended writing ('cold task').  Based on a book/interesting hook - engaging! Use to inform/adjust upcoming lessons/planning.	Distance Marking as per policy. Amend plans according to daily assessment Interventions to be organised in response to marking.	End of term assessment - Phase 4 independent extended writing task to assess taught content from this term.
Cross curricular writing	N/A	Assess writing content as per English writing. Assess curriculum content as per subject guidance. 1 piece of work per unit to be cross-curricular extended writing.	N/A
English reading	Read 1-1 with each child to determine reading levels  EYFS and Year 1 Little Wandle guided reading sessions. Half termly assessments to determine groupings and book levels that match phonetically.	Guided Reading Folder: see proforma created by MB - RAG, comments for individual and group, record of text and VIPERS focus.  3 LW reading practice sessions a week. Daily recording grid per child. EYFS - following LW reading practice template. Y1 - matched to NC LOs for each lesson.	NFER termly Benchmarking as necessary  Half Term End of Unit assessments on LW assessment tracker website. (Pupil trends and book levels available on LW assessment tracker website.)
Phonics	Placement assessment taken in September. End of Half term assessments to feed into the following half term.	Daily sessions - observations for individuals in groups. Are they recognising GPCs and tricky words?	Half Term End of Unit assessments on LW assessment tracker website. Those who are scoring >80% are placed into appropriate 3 week interventions and are then reassessed.

Spelling	Termly pre-assessment of words to be taught that term:  KS1/2: CEW and statutory words (from Twinkl lists?)- select a couple of words from each pattern and make a list of 50 for ease of calculation	Spelling test weekly - record Identify year appropriate misspellings and create personalised lists where necessary  Year 2 onwards to mark off the words from the statutory spellings that they have used (in back of book on word mat)	End of term assessment (same as pre-assessment) after words have been taught.
Maths	N/A	Distance Marking as per policy. Amend plans according to daily assessment Interventions to be organised in response to marking.	White Rose End of Block Assessments after each block  End of term assessments (White Rose)
Science <i>Content</i>	Formally assess main content and objectives to be taught prior to the teaching of the unit - approx. 30 minutes KS2, 15 mins KS1/EYFS	<b>Unit Objective Attainment Record:</b> To be filled in after each session, against objectives  Distance marking for each lesson - RAG rating only	Formally assess main content and objectives that have been taught - approx. 30 minutes KS2, 15 mins KS1/EYFS. Record attainment on UOAR.
Science <i>Working Scientifically</i>	N/A Identify Working Scientifically opportunities in your MTP	Working Scientifically Assessment Record spreadsheet to be completed as appropriate throughout the unit - pupils organised in cohort groups  1 x independent WS assessment linked to the current unit to be carried out each term = 3 assessments per year and 6 over the 2 year period.	N/A
RE	Pre-assess content by means of focussing on key vocabulary: see examples (approx. 15 mins)  Link to unit question  End of year assessment opportunities for AT1 and 2 identified by HP - be aware for MTP and STP	<b>Unit Objective Attainment Record:</b> to be filled in after each session, against objectives as per other subjects	Formally assess main content and objectives that have been taught - approx. 30 minutes Link to unit question Quick quizzes or hexagons Record attainment on UOAR.  Formal class summary completed for end of year assessment AT1 and AT2

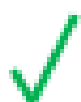
Geography	<p>Pre-assess content by means of focussing on key vocabulary - Formally in books or via class discussion. Link to unit question.</p> <p>Record on working wall and make note of any key issues/misconceptions on Unit Objective Attainment Record.</p>	<p><b>Unit Objective Attainment Record:</b> to be filled in after each session, against objectives/LO.</p> <p>Distance marking for each lesson - RAG rating only</p>	<p>Revisit unit question - Task linked to this to answer the question. I.e, does deforestation matter?</p> <p>Other examples could be use of hexagons, formal assessment/quizzes, appropriate to class, assessing taught objectives.</p> <p>Record attainment on UOAR.</p>
History	<p>Pre-assess content by means of focussing on key vocabulary - Formally in books or via class discussion. Link to unit question.</p> <p>Record on working wall and make note of any key issues/misconceptions on Unit Objective Attainment Record.</p>	<p><b>Unit Objective Attainment Record:</b> to be filled in after each session, against objectives/LO.</p> <p>Distance marking for each lesson - RAG rating only</p>	<p>Revisit unit question - Task linked to this to answer the question. I.e, does deforestation matter?</p> <p>Other examples could be use of hexagons, formal assessment/quizzes, appropriate to class, assessing taught objectives.</p> <p>Record attainment on UOAR.</p>
DT	NA	<p><b>Unit Objective Attainment Record:</b> to be filled in after each session, against objectives</p> <p>Distance marking for each lesson - RAG rating only in DT books.</p>	<p>Key Stage Assessment document to be filled in at the end of unit.</p> <p>Use to monitor coverage as well.</p>
Art	NA	<p><b>Unit Objective Attainment Record:</b> to be filled in after each session, against objectives</p> <p>No marking in sketchbooks - these are for children to develop skills and creativity, and explore.</p>	<p>Key Stage Assessment document to be filled in at the end of unit.</p> <p>Use to monitor coverage as well.</p>
PSHE	NA	<p><b>Unit Objective Attainment Record:</b> to be filled in after each session, against objectives/LO.</p>	N/A
Music		<p><b>Unit Objective Attainment Record:</b> to be filled in after</p>	Record final attainment on UOAR

		each session, against objectives/LO.	
PE		Unit Objective Attainment Record: to be filled in after each session, against objectives	
Computing		Unit Objective Attainment Record: to be filled in after each session, against objectives/LO.	Record final attainment on UOAR
Spanish	NA	<p>Carried out by CVC teachers and short end of year report written.</p> <p>Short summative assessments are carried out in the Spring and Summer Term in class time to track pupils' progress on phonics, vocabulary and grammar.</p> <ul style="list-style-type: none"> <li>- to practise aural comprehension of vocabulary taught</li> <li>- to practise oral production of phonics taught</li> <li>- to practise written recall of previously taught grammar</li> <li>- to practise written production of previously taught vocabulary</li> </ul> <p>Formative assessment takes place in class with low stakes quizzes, questioning and book checking.</p>	

<b>Subject:</b>				<b>Class / Term / Year:</b>				<b>Unit:</b>			
<b>Pre-Assessment:</b> Notes of misconceptions, areas of challenge/strength, any notes to consider in teaching/differentiation going forward											
<b>Unit Objective Attainment Record</b>											
<b>Year</b>											
<b>Lesson 1</b>	LO:			<b>Lesson 2</b>	LO:			<b>Lesson 3</b>	LO:		
	BARE	ARE	GDS		BARE	ARE	GDS		BARE	ARE	GDS
Pupil initials				Pupil initials				Pupil initials			
<b>Notes</b>											
<b>Lesson 4</b>	LO:			<b>Lesson 5</b>	LO:			<b>Lesson 6</b>	LO: Raiders or settlers? How should we remember the Vikings?		
	BARE	ARE	GDS		BARE	ARE	GDS		BARE	ARE	GDS
Pupil initials				Pupil initials				Pupil initials			
<b>Notes</b>											
<b>Post Assessment: Overall Attainment for this unit</b>											
<b>BARE</b>				<b>ARE</b>				<b>GDS</b>			



## EYFS and KS1- How work is marked



~~correct~~ answers and good examples



~~incorrect~~ answers

~~SP~~  
~~SW~~

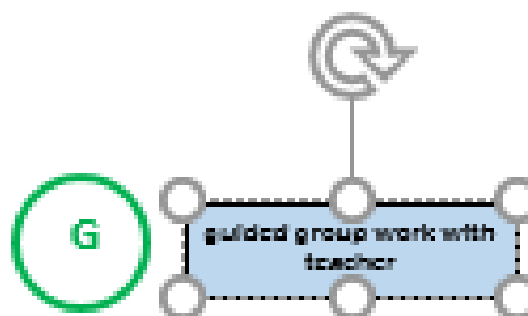
~~spelling~~ mistake



~~substitution~~ error



~~missing~~ letter or word



~~supported~~ work with teacher or TA



Verbal feedback from teacher or TA



~~supported~~ group work with teaching assistant

Which colour pen is used by who?

Teacher

Teaching Assistant

Polishing Pen

Supply + ink

