

# Marking and Feedback Policy

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Knowledge



Spark



Humanity



Grit



Team

## **MARKING AND FEEDBACK AT CLAPGATE**

### **Rationale**

We know that effective marking and feedback can have a significant impact on children's progress and is an integral part of the teaching and learning process. At Clapgate we aim to make all marking and feedback meaningful, manageable and motivating and our guiding principle is that marking is entirely for the benefit of the children, not for the benefit of the leadership team, Ofsted or outside agencies.

Written feedback at Clapgate consists of up to four different elements:

- Praise and acknowledgement,
- An indication of what corrections or improvements may need to be made,
- Corrections or additions made by the teacher,
- A target to work on in subsequent pieces of work.

Not all of these elements will be necessary for every piece of work, for example there may be no corrections or improvements that need to be made. There is not an expectation that every mistake needs to be corrected by the child or the teacher but rather that the teacher decides which mistake it is appropriate to work on. There is a clear expectation that all children should read all feedback. No feedback should be written that the child will not be able to read unless the teacher intends to read that comment to the child. Where the teacher has indicated that there are corrections and improvements to be made, all children will be given time to complete these corrections and improvements. Where a teacher has indicated a target for children to work on in subsequent pieces of work, the teacher will look out for this and praise the child for achieving this target.

### **Praise**

At Clapgate we believe that all children should be praised consistently for their efforts and achievements. This can be in the form of stickers, stamps, highlighting or written comments as well as verbal feedback. Children should have clear understanding of teachers' expectations and if the work has not been completed to an expected standard, the teacher will indicate what improvements need to be made.

### **Corrections and Improvements**

There are three different kinds of corrections and improvements that children will make to their work over time (i.e. not all will be relevant or necessary for every piece):

- Mistakes that the teacher wants the child to correct
- Changes or addition or improvements
- Re-drafts or re-teach

These will be explained in more detail under maths and writing.

## **Maths**

All correct work will be ticked and there will be an acknowledgement of the child's effort and achievement (see praise).

### **Mistakes (E1)**

The teacher will put a dot next to any mistakes and the teacher will indicate with a "c" which mistakes they would like to correct. This is an E1 edit. Children should only be asked to make corrections if it is clear that they understand the work but have just made a slip therefore they will be able to complete the correction without help. They only complete corrections for the mistakes that are marked with a dot and "c". Corrections will either be completed at the end of the piece of work or on the next page to give the children space to set them out correctly (i.e. the question will be written in again) or they will be completed where the original question was. In the latter case, a green pencil will be used to show clearly where the child has corrected the work.

### **Improvements (E2)**

The teacher will indicate what the child needs to do when an E2 edit is required. This is when the maths work can be improved by showing working out, setting the maths out more logically and clearly or in a more organised way. It could also be when presentation of the work is not of the expected standard for that child. Children are taught that when the teacher has indicated an E2 edit is needed, they must choose a question to write out again with the necessary improvement. E2 will mainly be used when teachers want children to show their working out and the different steps of the problem, rather than just writing the answer.

### **Re-teach Misconceptions (E3)**

If a child has made many mistakes or there is a pattern in the mistakes or a clear misconception, a re-teach will be needed before the child can make corrections. The teacher will write E3 and reassure the child with the comment "Don't worry; we will come back to this." The teacher will then ensure that this re-teach takes place as soon as possible afterwards for example in the morning edit time, at the beginning of the next lesson or as a longer part of the next lesson as a main teaching group activity.

### **Targets**

There is no expectation that children will be given a target to work on in subsequent pieces of work. Where relevant, teachers may give children general targets (applicable to different areas of maths) such as improving number formation, showing more working out, setting work out clearly, using a ruler carefully and so on.

## **Writing**

Marking and feedback will celebrate children's effort and achievement (see praise) and will also enable the children to edit their work. It is not an expectation that children correct or improve

every piece of work: for some pieces the teacher may be happy that the child has achieved everything the teacher wanted them to achieve.

### **Mistakes (E1)**

The teacher will indicate if there are spelling mistakes, punctuation errors that the child needs to correct. There is not an expectation that all mistakes are picked up on; the teacher will decide which ones are appropriate for that child. Sometimes the teacher will indicate exactly where the mistake has occurred and at other times the teacher will ask the child to look for the mistake (for example writing so for spelling in the margin or p for punctuation and indicating a particular paragraph). All children will have a sheet at the back of their book for the teacher to write in spellings that they would like the children to use correctly so when a child is making a correction, they can ensure that their correction is correct. The child will use a green pencil to complete an E1 correction so that it is clear in their work. At times it will be appropriate for the teacher just to write in a correction for a child.

### **Improvement (E2)**

The teacher will indicate that there is an E2 edit required where the child could have chosen a better word, sentence structure or piece of punctuation, or the presentation of the work could have been better. The teacher might use the ^ symbol to encourage the child to add more detail or an adjective or a sentence starter and so on or they might underline a particular word that could be improved. An E2 edit could involve the child writing out a whole sentence or paragraph at the end of their piece of writing. Sometimes it will be appropriate for the child to do an E2 edit on the original work (for example a word swap or a change of punctuation). In this case, the edit will be completed in green pen so it is clear where the improvement has been made.

### **Re-draft (E3)**

Sometimes it is appropriate for children to re-draft a whole paragraph or a whole piece of writing. Re- drafts can focus on elements such as:

- Sentence order and construction
- Effect of different sentence choice in different situations
- Impact on the reader/emotion
- Organisation of information at text level.

A re-draft will usually require some further teaching and a longer period of time will need to be allocated to enable the child to re-draft the work. The planning should indicate how this is going to be organised.

It is important that the child's editing process is evident at all stages. First drafts, planning sheets and notes are all written or stuck in the writing books.

### **Targets**

Children will always be given a target in their independent big write (starred piece). In addition to this it will sometimes be appropriate for children to be given targets in other pieces of work. It is really important that the starred pieces of work are spaced out over the

half term so that the children have time to work on the target from the first piece so that they can show they can do it by the second piece.

### **Highlighting in Writing**

Highlighting will indicate the teacher is pleased with the work for one of the following reasons:

- The child has done what was in a previous target
- The child has included elements that were part of the lesson objective (for example using inverted commas correctly)
- The child's writing is good for any other reason (good choice of word, inclusion of humour, extra detail).

### **Peer Assessment**

Peer assessment can be useful in the teaching, learning and editing process: children enjoy having an audience for their writing or for their maths work and this can lead to fruitful discussion, particularly when children are given focus for peer assessment. In addition to this children can often spot errors in another child's work more easily than their own work and this can lead to useful discussion. At Westwood and Clapgate we do not ask children to write in each other's books when they are doing peer assessment (the feedback is just done verbally) then the child can make corrections or changes themselves where appropriate.

### **Self-Assessment**

Self- assessment takes many different forms from simple checking for errors to critical evaluation of work. In every lesson children should be reminded to check for simple errors (see COW time). In some lessons, children may be given opportunities to think for themselves about the kinds of improvements that are described in E2 and E3 edits. There are many ways that teachers can encourage children to do this, for example checklists with features of the writing that the child should be aiming to include.

### **CoW Time**

Children should be given time before the end of the lesson or at set points throughout the lesson to check their work for errors. There should be a clear signal that it is time to do this checking and a clear expectation that the children do this properly and carefully. Teachers will train children in how to check work and this may include a prompt (such as "Can you all check that you have a capital letter at the beginning every sentence?").

### **Editing Time**

Children will be given regular opportunities to edit their work (E1, E2 or E3) and read the feedback that they have been given. This can be at the beginning of the day or at the beginning of the lesson. When it is a longer task (E3), this time will be built in to the lesson and this will be indicated in the planning. Sometimes it will be appropriate for the teacher to find other times in the day to take a child or group aside to give further teaching for an E3 edit. Editing time can also be given on Fridays when all classes are doing individual reading.

## Codes

We use the following codes to provide clarity and consistency in marking across the schools.

### Codes and Meanings

<b>E1</b>	Correction		Target
<b>E2</b>	Improvement	<b>sp</b>	Spelling
<b>E3</b>	Re-draft or re-teach	<b>p</b>	Punctuation
.	incorrect	^	Add a word, a phrase or some punctuation
<b>.c</b>	Incorrect and needs to be corrected	<b>.f</b>	finish
<b>tt</b>	Practise this letter		Your teacher likes your work

### Marking Writing

**E1 = Correction** (sp, !, ?)

**E2 = Improvement** (word choice, sentence structure, change in punctuation, presentation)

**E3 = Re-draft** (paragraph or whole piece)

### Marking Maths

**E1 = Correction** (.c or .f)

**E2 = Improvement** (presentation/show working – only 1 or 2)

**E3 = Re-teach** (don't worry, we will come back to this)