Hazelwood Schools

Marking and Feedback Policy

Reviewed and Adopted: **Spring 2022**

Reviewed by: HT/LTS committee

Next Review: **Spring 2025**

Intent
The purpose of marking and feedback is to make a difference to learning. At Hazelwood Schools, we believe that it is important to provide constructive feedback to children, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Principles that guide our approach to marking
Marking and feedback should:
- Assess understanding
- Acknowledge and praise children's efforts
- Address misconceptions
- Support children to consolidate their learning
- Support children to move forward with their learning
- Be manageable for teachers and accessible to children
- Inform future planning and target setting

Implementation
Marking children's work
The Governors and Senior Leadership Team are committed to ensuring that the demands of marking and feedback to aid student progress are appropriately balanced with staff workload. Staff are encouraged to use their professional judgement in their decision on the most suitable method for feedback, with clear rationale for how the method aids a child's progress.

All written marking and feedback from the adult will be in purple.
There are many ways in which children's work is marked, including:
- Acknowledgement marking including the use of stickers and stamps
- Use of marking and support codes
- Peer- or self-marking
- Verbal feedback
- Highlighting against the Learning Objective and Success Criteria
- In-depth marking

Acknowledgement marking
Acknowledgement marking shows that the piece of work has been read by the teacher and acknowledged in the form of the marking and support codes, a comment, stickers or stamps.

At Hazelwood, we use our Values throughout our learning. Our values are: **Respect, Resilience, Responsibility, Creativity, Honesty, Ambition, Trust, Kindness, Fairness, Courage, Tolerance & Understanding and Teamwork.** Each of these values has associated stickers and these may be used as acknowledgement marking to value the work that the children have completed.

Use of marking and support codes
Alongside acknowledgement marking, marking and support codes are used to show how the child has completed the work, addresses errors and identifies areas for improvement.

At Hazelwood, we use the following marking and support codes:

√	Correct answer
.	Incorrect answer
P	Punctuation
0	Missing capital letter
‗‗‗‗‗‗‗‗‗	Phrase / sentence doesn't make sense
//	New paragraph
^	Omission (something is missing)
Sp	incorrect spelling *(rewrite spelling 3 times)*
VF	Verbal feedback
AS	Adult support during lesson
PW	Peer work
WR	With resource

For EYFS and Key Stage 1, stamps may be used to support marking.
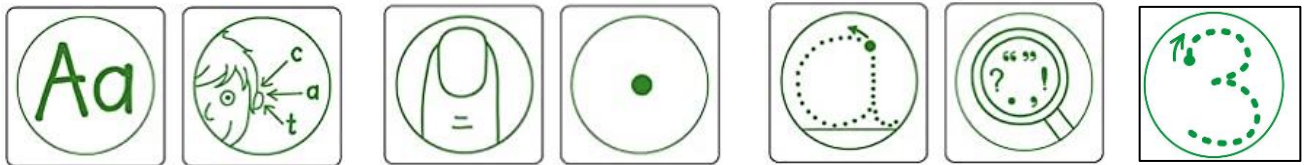
Capital letter   Listen to sounds   Finger space   Full stop   Letter formation   Punctuation   Number formation

Peer- or self-marking
Children should regularly be encouraged to self-evaluate their own learning as well as the learning of their peers by identifying successes and looking for ways to improve against the learning objective and success criteria. Children will be taught to identify areas of strength and development and the language in which to articulate to their peers. Children will be taught to edit and revise their own work with the support of their peers, allowing an opportunity for verbal feedback and discussion about how to improve their work.
Any peer- or self-marking will be in green pen.

Impact
Through verbal feedback, highlighting against the Learning Objective and Success Criteria, and in-depth marking, we will be able to identify the impact of this policy:

Verbal Feedback
Children learn best when they have immediate verbal feedback from the teacher as this gives the children the opportunity to reflect on their learning during the lesson and make improvements and progress towards the learning objective. Therefore, we encourage teachers to mark with the children as often as possible. Verbal feedback will be indicated using the **VF** symbol or a stamp.

Highlighting against the Learning Objective and Success Criteria
Every lesson has a Learning Objective taken from the National Curriculum. Each lesson is assessed against the Learning Objective which is highlighted in pink if met or hashed in pink if partially met. Success Criteria may be used in lessons in order to identify the steps children need to take to be successful. Children may self-assess against these as well as the teacher assessing how successful they have been against them too.

In-depth and Next Step Marking
When appropriate, teachers will focus on both successes against the Learning Objective and areas for improvement by writing a more detailed response in order to address misconceptions, consolidate learning or provide an opportunity for an additional challenge.

When marking in depth, teachers will highlight two-three areas of strength in ==pink==. Teachers will also highlight one area for development in ==green== which will feed into the next step for the child to improve their work.

Examples of in-depth and next step marking may include comments such as:
- Prove it…
- Now try…
- Show me…
- Explain in your own words…
- Find your mistake and fix it…
- Uplevel the following…
- Give an example of…

Teachers may also use:
- A **question** prompt (e.g. 'what else could you say about the prince's clothes?')
- A **scaffolded** prompt (e.g. 'What was the monster doing?', 'the monster was so angry that he…')
- An **example** prompt (e.g. 'try to use adjectives in pairs: the juicy, green apple; the scrawny, hairless cat. Rewrite your sentence using pairs of adjectives for each noun')
- A **reminder** prompt (e.g. 'remember to always line up your HTO columns. Try it with these calculations…' or 'write the paragraph again using some of the emotive language from the working wall')

In order for the marking to be formative, the information must be used, and acted upon, by the children. Therefore, when work has been marked in depth, time should be planned in a future lesson for children to read and write a focused improvement based on the feedback given. Ideally, this would happen when the learning is still current and meaningful.

Teachers model this process to the children so that they are clear what the marking and support codes represent and how to respond to in-depth marking.

Spelling, Punctuation and Grammar
All spelling, punctuation and grammar errors are not marked in every piece of writing but will be noted as a future teaching point. However, where spelling, punctuation or grammar is a curricular target, then children will be expected to attempt to meet their current target and previous targets: e.g. when an adult feels that a child can correct a spelling, he or she will indicate the spelling error with the **SP** code and ask the children to write the word three times at the bottom of the page.

Marking in the Early Years Foundation Stage
In Nursery and Reception, the adults focus on giving oral feedback to the children but will also write comments that are appropriate to the children's learning and facilitate conversation. Adults will often write a transcription underneath the work when required and use positive praise, stamps (including those above) and acknowledgement marking. We will also highlight the success criteria in the following way:

==With Support==   ==Independent==

For more information regarding observations and feedback in EYFS, please see: EYFS Quality Observations

Monitoring and Evaluation of the Policy
The Senior Leadership Team will conduct 'book looks' to monitor the marking across the school, as well as hold pupil conferences to discuss the way the children feel about the marking of their work. Feedback and support will then be provided to staff. Staff meetings will allow time for discussion to ensure that the policy is working effectively.