

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

Peer Assessment

Peer assessment can be useful in the teaching, learning and editing process: children enjoy having an audience for their 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.

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 Check Your Work 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.

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 into 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.

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

Formative assessment based on the learning objective and/or success criteria takes place in every lesson. This may be through careful questioning, observing children working (particularly during speaking and listening tasks), giving oral feedback and marking work. Using whiteboards to draft sentences, peer editing against success criteria and using visualisers to share high quality sentences/paragraphs are further methods to feed back in a time efficient and useful way. In EYFS, all marking is conducted in the moment with the children so they can respond immediately using age-appropriate stamps and stickers.

All written pieces from Y1 - 6 of work should be marked using relevant codes (see below). Independent pieces should be marked using E codes. This allows pupils to know which types of errors they have made whilst giving them the opportunity to edit their work independently without the errors being pointed out to them. Children should be given time to edit their work regularly, whether this be at the start or end of a lesson.

The E1 codes are introduced in year 1 and in year 2 pupils develop their independence to identify their E1 errors. In lower key stage 2 (years 3 and 4) children continue to find E1 errors and are introduced to E2s. In upper key stage 2 (years 5 and 6) children continue making E1 and E2 corrections or additions, and are introduced to E3s. Please see the codes below for clarification as to what each code represents.

Marking codes (corrections to be made in green pen or pencil)	
C	Capital letters misused or missing
,	Full stops misused or missing
/	New paragraph
F	Finger spaces missing
P	Punctuation misused or missing
SP	_____ Incorrect spelling
^	Missing word or words
VF	Verbal feedback given
LF	Letter formation

Editing Codes for Independent Pieces (to be completed in green pen or pencil)	
E1: Revise	
Look for errors the following errors:	
<ul style="list-style-type: none"> • Spelling • Punctuation • Missing words • Repeated words 	
E2: Re-write	
Look for the starred sentence * *	
Re-write your sentence/s at the end of the written piece.	
E3: Re-imagine	
^ ^ Look for the arrows	
Write more about a moment on a separate slip of paper and stick it over the paragraph to create a flap.	

Targets

Children will always be given a target in their independent write. In addition to this it will sometimes be appropriate for children to be given targets in other pieces of work. It is important that the independent 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).

Non-Core

Marking will be undertaken by the teacher following a lesson. If the work is of a practical nature, for example a sorting activity, a stamp can be used to acknowledge the work has been looked at by the teacher. If a piece of work contains written elements, the teacher will mark it using the written marking policy to ensure that children understand that consistent expectations are in place.