

FEEDBACK AND MARKING GUIDELINES

Overview

Marking is part of planning, assessment, teaching and feedback. All marking (even tests) is formative, ie helping teachers know what to do next. It is part of the process of ensuring that children achieve maximum progress. The amount of marking teachers do is determined by the amount of feedback and support that children need to meet the learning objective and make excellent progress. Teachers should have clear objectives and success criteria to ensure that teachers, children and other staff have an understanding of what will be expected by the end of the lesson.

Marking and feedback process

How can I ensure that children achieve today's objective?

Objective is set and success criteria identified	
Teaching Mini plenaries Adapted lesson if appropriate Application task that reframes the lesson objective	Teacher marking in class (TA, PM, SM) Mistakes identified (VF, CF, GF) Extended activities to enhance progress to end of year expectations Sort books to identify which children need further support
Follow up session during the day with teacher or TA in books	Mistakes addressed (R and date)
Marking after school	Set follow up tasks
Planned session to do follow up tasks	Mark follow up tasks
Follow up session the next day with teacher or TA in books Reteach yesterday's lesson or amend lesson to address misconceptions	Mistakes addressed (R and date)

Marking essentials

Some aspects of children's work should always be addressed:

- Date is always spelt correctly
- Lines are drawn neatly and carefully
- Writing should make sense
- Expect key words, Year group spellings or topic based words to be spelt correctly – identify some of these spellings to correct
- All marking tasks set must be completed

Precise marking

Say what is good	<i>"I am pleased that you have organised your ideas into paragraphs,"</i>
Say why it is good	<i>"...this helps me find the part I am looking for quickly."</i>
Pick one thing that is not good	<i>"These three sentences seem to say the same thing over and over again,"</i>
Say why it is not good	<i>"...this doesn't tell the reader any extra information about the setting."</i>
Tell the children something to do next time	<i>"Plan what you want to say in each paragraph before you start writing."</i>
Give them a chance to practise this	<i>"Write a bullet list of what should be included in this paragraph about when the character sees from the car window."</i>

Marking should not restate the objective or title of the lesson.

Key stage 1 and SEN marking guidance

When an individual/group is working with a TA ensure they write a comment in the child's book which covers some the following:

- What the child said
- What guidance or help was given
- How long the task took

- What skills the child demonstrated

Key stage 1

When verbal feedback is given during a lesson ensure one of the following takes place:

- The child completes a task which shows the impact of the verbal feedback given
- Once a correction has been made during the lesson following verbal feedback the teacher should write a ©
- The teacher writes “We need to work on ... again” See (date) for improved work in the child’s book following support

When is work marked?

If possible during the lesson or soon after the work is done and definitely before the work is returned to the child. If the work is transcribed for presentation then this may not be marked following the writing process.

Marking rules

- Teachers should write in books neatly using the school’s handwriting script, legibly
- Teachers mark in pen or with highlighters (red to improve, green to commend)
- Children write in pencil or blue pen
- Children mark in green pen or with highlighters
- What about erasers? Keeps neat but hides misconceptions, cross with a single line
- TAs only mark work during the lesson and inform the teacher of misconceptions and progress
- Supply teachers must mark the work completed during their cover, this marking should be in black

HLTA marking guidance

- HLTAs will mark work in purple pen
- Any marking will be initialed by the HLTA
- Marking will only have a positive comment based on the success criteria
- Through the use of mini plenaries HLTA staff should make use of children marking their own work as much as possible

Useful marking strategies

Teachers may make a success criteria table to stick in the children’s books. Children can use the table to check their work and teachers may use the grid to provide feedback.

Teachers may use green highlighter pens to highlight features from the success criteria. They may use pink highlighters to highlight things that should be improved.

Marking symbols

Sign	Meaning	Sign	Meaning
> in the margin	means look along this line to find an error	VF	Verbal feedback
an underlining	means here is the error for you to put right (see Heaton drafting guide)	GF	Group feedback
teacher’s correction in margin	means I have put the error right for you to learn from	CF	Class feedback
D	Means the error has been discussed with the child	R (##/##/##)	Response to VF, GF, CF with date to link back to when the feedback was given
M	Modeled by an adult and copied into child’s book (eg. a maths calculation)	ST	Supply teacher/different colour pen?
TA	Supported by a TA	I	Independent work
SM	Self marking based on success criteria	PM	Peer marking based on success criteria

Teachers can develop additional shorthand and codes as long as these are understood by the children.

Heaton drafting code (Key stage 2)

Sp	Spelling error to be looked up and corrected and a wavy line put underneath the error
P	Punctuation error in that line, circle the place
T	Change tense, underline word with wavy line
?	This doesn't make sense
CL	Capital letter needed or in the wrong place
^	An omission
//	New paragraph

The Heaton Drafting Code is organised progressively. Although the code will be displayed in all Key Stage 2 classrooms, the teacher will only use the symbols that they feel are appropriate to move the learning forward. These symbols will be explained to the children before the teacher starts to use them.

Spelling errors will normally be kept to a maximum of three errors per piece of work. Children will be asked to correct these spelling.

Maths marking

•✓	Correct
•	Incorrect, try again
•✓ _c	A completed correction