



RAVENSDALE JUNIOR SCHOOL

Marking and feedback policy

## Feedback and marking under the Ofsted framework August 2016

### Ofsted's School Inspection Handbook (August 2016) sets out inspectors' expectations in terms of feedback and marking.

In paragraph 28, under the heading 'Pupils' work', it says:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted **does not expect** to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy ...
- While inspectors will consider how written and oral feedback is used to promote learning, Ofsted does not expect to see any written record of oral feedback provided to pupils by teachers.
- If it is necessary for inspectors to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not drive unnecessary workload for teachers.

### Scrutiny of pupils' work, with particular attention to:

- pupils' effort and success in completing their work, both in and outside lessons, so that they can progress and enjoy learning across the curriculum.
- how pupils' knowledge, understanding and skills have developed and improved the level of challenge and whether pupils have to grapple appropriately with content, not necessarily 'getting it right' first time, which could be evidence that the work is too easy.
- how well teachers' feedback, written and oral, is used by pupils to improve their knowledge, understanding and skills.

### Outstanding criteria from the teaching learning and assessment section of the ofsted framework.

- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.

**At Ravensdale marking is the tool teachers use daily to find out what children have done, and where they need to go next. They use marking to move learning forward.**

### **Presentation and handwriting**

Pupils will write the date and learning outcome at the start of the piece of work and underline with a ruler. They will write using Ravensdale writing (see handwriting guidance for additional information.) Pupils will write in pencil or blue pen and respond to marking, peer asses and edit in green pen. Teachers should use Ravensdale writing in books and on the board.

### **Marking needs to be:**

- **Meaningful**: marking varies by age group, subject and what works best for the pupil and teacher.
- **Manageable**: marking practice is proportionate and considers the frequency and complexity of written feedback as well as the impact in relation to the workload of teachers. Some work will need more in depth marking than other pieces. Professional judgement of teachers is needed here. E.g a longer piece of written work in topic or English will need more in depth marking, whereas a map activity may require ticking against the LO and an effort grade.
- **Motivating**: marking should help to motivate pupils to progress. This does not always mean writing in-depth comments or being universally positive.

### **Reasons for marking are:**

- to give a written assessment record.
- to provide comments about the quality of children's work.
- to give pupil opportunities to improve their work by responding to written or oral feedback / marking.
- to show pupils how they can do better next time.

### **Response to Marking**

- It is important that we give pupils enough time to respond to marking. This will vary for pupils, so ensure that your requests can be met in the time allocated and have another activity for those pupils who finish corrections early.

<b><u>Teacher</u></b>	<b><u>Yr 3 / 4</u></b>	<b><u>Yr5 / 6</u></b>	<b><u>Pupil Response</u></b>
Marking code (appendix 1) All teacher marking will be in black pen. Supply cover will use a C in a circle at the top of the page.	Correct / edit work as directed in line with marking code (appendix 1)  There are slight variations a circle will be used to indicate in the pupils work where there has been upper/lower case letters used incorrectly. Initially in year 3 incorrect use of full stops will be indicated by a small circle in the margin.	Correct / edit work as directed in line with marking code (appendix 2)  A circle and or a P will be used in the margin on the line where the error is for upper school pupils to find and correct themselves (in green)	Pupils will respond to teacher marking in green and make corrections as necessary - longer responses will be completed in pencil or blue pen and shorter responses - such as editing punctuation errors and spelling corrections will be completed in green.

<p><b>Targets -</b> Indicate the target achieved by using T and then the number of the target. Eg T3 on the top right corner of the pupil's work.</p>	<p>Pupils should have individual targets, at least for core subjects. Their progress towards them reflects how well they are responding to the teaching in general, but also to any advice they may be given. The targets in English and maths will be referenced to in the SC provided for pupils. The target will be written in a circle e.g T6 on the page when a teacher sees a child has achieved that target</p>	<p>Pupils will tick and date in the box against the target (which should be stuck in the front of pupil's book)</p>	
<p><b>Learning outcome.</b> - 2 ticks at end of the LO for fully achieved/understood. - 1 tick for nearly achieved /understood ● Dot for not achieved/understood.</p>	<p>SC in line with expectations for year group from curriculum 2014.</p>	<p>If a SC has been used and stuck in - pupils need to respond.</p>	
<p><b>Effort grade -</b> E1, E2 or E3. Write this next to LO on the left hand side.</p>	<p>Pupils will be expected to note the effort grade they have been given. So they can maintain or improve effort.</p>		
<p><b>R2M -</b> check pupils have responded to comments - tick response.</p>	<p>Initial response and complete task / corrections where necessary. Green pen will be used for short responses / corrections within a text. For longer responses or re writing text pencil / pen will be used.</p>		
<p><b>Group/ class / individual marking.</b></p>	<p>Pupils to mark in green to show where pupil / peer marking has taken place - Any peer marking should be indicated with the initials of the pupil marking.</p>		
<p><b>Spelling</b></p>	<p>Spelling corrections will be indicated with a line underneath the word and sp in the margin.</p>	<p>Spelling corrections will be indicated with a line underneath the word and sp in the margin. Up until Christmas in year 6</p>	<p>Staff will write spellings at the bottom for pupils to correct.</p>

## Marking Expectations

### Maths

- Pupils self-mark during lessons.
- Peer marking can take place for straight forward calculations eg a times table tests
- Teachers should be looking at maths books at least 3 times a week to identify pupils needing support, checking quality of presentation, checking targets achieved.
- Most pupils should receive a comment at least every week.
- If TAs mark books during the week, the teacher needs to ensure and monitor that they are using the marking policy
- Use an arrow → then the letter E / D/ S or M to indicate if a pupil is moving to the next stage of work.

### SPAG

- Pupils could self-mark or peer mark where answers are straightforward eg missing commas.
- Teachers should look at/mark work for every 2 pieces completed.
- Pupils should be expected to correct any errors to do with the learning intention, for any mistakes which are careless eg missing capital letters and for spellings that have

not been copied correctly from the text, unless there is a specific learning difficulty in this area. However, the key focus of corrections should be to do with the learning intention.

- Comment approximately once every three pieces of work.

### Reading Comprehension

- Corrections should focus on the quality of the response.
- Spellings from the text should be copied correctly unless there is a specific learning difficulty in this area.
- Comment at least once every teaching unit.

### Writing

- Self and peer marking can be used to identify which of the success criteria have been used in the piece of writing
- The full marking code should be used on extended pieces of writing, leaving out any errors that are either not within the child's capabilities or are not part of new learning within the success criteria.
- No more than four spellings should be corrected for any child.
- All extended pieces of writing should have developmental comments which require the pupil to improve that piece of work in some way. If this comment is linked to a target, reference this. Where possible, this should be additions to the work, but may involve re-writing a short section. Unless there is complete misunderstanding, the corrections do not need to be marked, but it is always good practice to check that they have been completed. In Year 5 and 6, a buddy system could be used that pupils check each other's books to check that all corrections have been done. This would also develop pupil's understanding of the marking code and further develop their own writing skills.

### Science, topic and other work

- The same quality of handwriting and written composition should be expected in these areas, as in English books.
- There should be a focus in topic and science work of the correct style of writing used in the different parts of the report eg. instructional verbs in the method.
- Detailed developmental marking of extended pieces of writing in topic/science should follow marking policy.
- In other work, the focus should be on the learning intention eg writing a report in chronological order.
- **Work that does not require the pupils to make improvements or corrections only requires effort grade and attainment ticks.** Instead of a comment, a greater impact would be had if the teacher had a quick look through the work and identified three good examples. These could be shared with the class using the visualiser at the beginning of the next lesson, explaining what the child did well, or the pupils could be asked to identify these aspects.



# Ravensdale Junior School Marking Code Yr3 and Yr4



✓✓ LO fully met    ✓ LO nearly met    • LO not met

E1, E2 or E3 = Effort grade

T2 - Target achieved

Sp \_\_\_\_\_ - Correct the mis-spelt words

~~~~~ - There is an incorrect word here or it doesn't make sense

○ - Missing capital letter or incorrect use

○ - Missing full stops or other punctuation

HW - Incorrect handwriting

// - New paragraph needed

VF - Verbal feedback given

TA - TA assisted

GW - Teacher assisted / Guided work

Ⓢ - Taught by Cover

→ E - Move to next level in maths

**Pupils response to marking in green.**

**Teacher marking and comments in black.**



*Ravens reflect  
Ravens aim high    Ravens value others  
Ravens explore    Ravens now it's me    Ravens stick at it*



# Ravensdale Junior School Marking Code Yr5 and Yr6



✓✓ LO fully met    ✓ LO nearly met    • LO not met

E1, E2 or E3 = Effort grade

T2 - Target achieved

Sp \_\_\_\_\_ - Correct the mis-spelt words

~~~~~ - There is an incorrect word here or it doesn't make sense

○ - Missing capital letter

P - Missing full stops or other punctuation

HW - Incorrect handwriting

// - New paragraph needed

VF - Verbal feedback given

TA - TA assisted

GW - Teacher assisted / Guided work

Ⓒ - Taught by Cover

→ E - Move to next level in maths

**Pupils response to marking in green.**

**Teacher marking and comments in black.**



*Ravens reflect  
Ravens aim high    Ravens value others  
Ravens explore    Ravens now it's me    Ravens stick at it*