

# **Packmoor Ormiston Academy**

## **Policy Document – Marking and Feedback**

### **Rationale**

At Packmoor Ormiston Academy, marking is considered in terms of feedback whether oral or written, formal or informal. The feedback will be used to inform teachers, pupils and parents of achievement and targets for future learning.

When pupils are set a task it is vitally important that the child has a clear understanding of the purpose of the task through the sharing of Learning Objectives and is given timely and appropriate feedback if they are to improve their learning.

### **Aims of the Marking Policy**

Effective marking should:

- empower the pupils to be proactive in moving their own learning forward;
- celebrate success;
- identify common spelling errors, including the correct terminology.
- correct errors or to clear up misconceptions;
- give guidance on how a child might improve;
- identify next steps in learning;
- ensure that pupils and parents are aware that pupil's work is carefully monitored and assessed in order to plan future programmes of work
- identify aspects of work which may need repeating or clarifying, reinforcing or enriching.

### **Feedback to Pupils**

At Packmoor we have chosen to make marking both a teacher and pupil activity. Teachers will use a live marking system, where dialogue takes place during the lesson between the teacher and the pupil. Live marking will allow the teacher to monitor and act up on any misconceptions or difficulties that a child may have, as well as challenge them further. Live marking will take place across all curriculum areas and identifiable through the use of different marking colours.

Both teachers and pupils should be aware of the criteria for marking and work should be marked according to the criteria and according to the age and ability of the child. Teachers should be aware of the provision maps and targets of SEN children and work should be marked in line with these.

Verbal or written feedback will be given to a child and should relate to the learning objective and success criteria for that lesson. It will be made clear whether the objective has been met through the use of the marking symbols. It will be clear through the use of the 1:1 symbol when interaction has taken place during live marking between the teacher and pupil.

Success ladders should be used to assess success on a given task and to suggest future develop where necessary.

We allow time in lessons for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We do this in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

## **Marking Methods – General Principles**

### **The Process**

The teachers will use identical symbols to mark all written learning responses.

The pupils will have access to a copy of the marking guide at all times. The marking guide will also be available for parents to view on the website.

The marking guides for the different Key Stages whilst following the same principles differ in their presentation in order to be specific to the age range of the pupils. (See Attached).

Any successes within the work will be given success symbols and relevant symbols for further development will also be used. These will be noted in different colours so that the children are visually aware of what they have done well and where they could improve.

### ***Marking Symbols/Abbreviations***

The symbols below will be used when marking all learning.

- ✓ Getting there
- ✓✓ Objective met

Marking abbreviations will also be used to identify where pupils have displayed the relevant objectives in their work or where improvements could be made.

These symbols/abbreviations will be marked adjacent to the corresponding element of the written work. (See Appendix for explanation of symbols)

The pupils will be supported to feel confident that mistakes are a positive learning curve and can be corrected by finding solutions and changing their thinking, to then check and change their response or answer with a positive result.

### ***Colour of Marking***

Marking will be done in standard colours across the school. Both pupils and teacher will use these agreed colours for teacher, self and peer marking.

PINK – ‘Perfect Pink’ for work that is correct and meets learning objectives and success criteria.

BLUE – ‘Better if Blue’ for correcting misconceptions, suggesting next steps and extending learning.

PURPLE – Pupil response to teachers marking and editing.

### **LIVE MARKING:**

GREEN – positive comment/ symbol/ annotation.

YELLOW HIGHLIGHTER – Intervention colour.

### **Self and Peer Assessment**

- As the pupils move through both key stages 1 and 2 they will become increasingly responsible for self-assessment in their English learning through the use of the success ladder.
- By the end of year 2 all pupils should be able to self assess their work against success ladder.
- By the end of year 5 pupils will be self assessing and peer assessing work against the success ladder in English and self or peer assessing their work against correct answers in maths.

## **Marking in Specific Subject Areas**

### ***English***

- A written comment may follow the success symbol with a recommendation about what the child will need to do next time to move their learning forward.  
E.g. Where next: Try a sentence opener with an –ing word.  
When live marking is taking place, a verbal comment/ discussion takes place with the pupil to move their learning forward.
- Marking of spellings needs to be clear and evident using the symbol below. Teachers use their professional judgment as to which spellings to focus on, however common exception words, high frequency words and technical vocabulary visible in the classroom are priority. If words are spelt in correctly, the pupil will have the chance to practise them at the end of the piece of work.  
E.g – Sp - because x 3 -
- When appropriate, time is given for pupils to complete next steps or check and corrects identified outside of the live marking.

### ***Mathematics***

- Whenever possible, immediate verbal feedback, through live marking, which will be given to help correct any misconceptions that have arisen.
- Numerical errors will be circled and a C placed next to the answer so that the area of mistake is clearly identified for the children to check and change thinking.
- If appropriate a question will be written to either reinforce learning that has taken place or extend the pupil' understanding of the lesson objective.
- Any written feedback will help pupils think where they have made mistakes and what they need to do to improve.








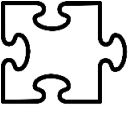
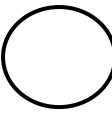

### ***Foundation Subjects and Science***

- Written work will be marked against the success criteria for the lesson objectives within the subject area using the success symbols. Improvement icons will be used where appropriate to correct subject content e.g. check and change an idea in science. Marking of spellings, punctuation and grammatical terms will be of the same standard as English Marking.

Policy revised: September 2019

Policy to be reviewed: September 2021

## KS1: What do the symbols on my work tell me?

| Success Symbols   |  |   |                                  |
|---|--|---|----------------------------------|
|    | Getting there.                             |  | Objective met.                   |
| Support symbols   |  |   |                                  |
| S = supported<br>I = independent  |  |   |                                  |
|    | Use of phonics sounds                      | ing ed er<br>est ness   | Use of suffixes                  |
|    | Full stops                                 | exn   | Expanded noun phrase             |
|   | finger spaces                              | , list  | Commas in a list                 |
|  | Capital letters                            | 's  | Apostrophe for possession        |
| <i>abc</i>  | Handwriting                                | ' con   | Apostrophe used in a contraction |
|   | Verbal                                     | adv   | Adverbs                          |
|  | Coordinating or subordinating conjunctions | ! s   | Exclamation sentence             |
|  | Circle punctuation<br>e.g. ? ! ,           | " "   | Inverted commas (speech marks)   |
|  | Ambitious vocabulary                       | prep  | Prepositions                     |

# KS2 Marking Symbols

✓

Getting there

✓ ✓

Objective met

## Support Symbols

//

Start a new line.

p//

Miss a line & start a new paragraph.

^

Something is missed out.

*abc*

Take care with handwriting.

sp. \_

Check spelling .

○

Check letter case. A a B b C c

~~~~?

Check it makes sense.

C

Check it and change it.




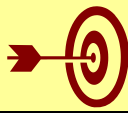
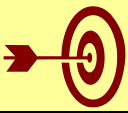

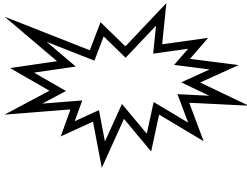


# Abbreviations for marking the most common grammatical terms. (UPKS2)

| Abbreviation                                                                                                            | Grammatical term                                       | Example.                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| FA                                                                                                                      | fronted adverbial                                      | <b>Quickly</b> , the boy sprinted down the staircase to breakfast.                                                           |
| Ad phr                                                                                                                  | adverbial phrase                                       | <b>Whilst walking the dog</b> , I came across a fallen tree.                                                                 |
| ENP                                                                                                                     | expanded noun phrase                                   | The <b>big, black cat</b> sat watching with horror.                                                                          |
| Conj                                                                                                                    | conjunction                                            | The bus took the children to school, <b>and</b> then collected them at home time.                                            |
| SC                                                                                                                      | subordinate clause                                     | I first met her in Paris <b>where she used to live</b> .                                                                     |
| RC                                                                                                                      | relative clause                                        | The lady, <b>who was 40 this year</b> , went on holiday to Vegas                                                             |
| PV                                                                                                                      | passive voice.                                         | The cake was eaten by Joshua.                                                                                                |
| AV                                                                                                                      | active voice                                           | Joshua ate the cake.                                                                                                         |
| Prep                                                                                                                    | preposition                                            | The cat sat <b>on</b> the mat.                                                                                               |
| Prep phr                                                                                                                | prepositional phrase                                   | The children sang songs <b>in the evening</b>                                                                                |
| MV                                                                                                                      | Modal verb                                             | It <b>might</b> rain tomorrow morning.                                                                                       |
| List                                                                                                                    | List sentence                                          | In my suitcase I packed a towel, some suncream and a book.                                                                   |
| Vocab                                                                                                                   | vocabulary linked to the text type/ specific language. |                                                                                                                              |
| PPro                                                                                                                    | possessive pronoun -                                   | The book was <b>mine</b> to take home.                                                                                       |
| PT                                                                                                                      | past tense                                             | The boy <b>jumped</b> for joy when he <b>opened</b> his birthday present.                                                    |
| CN                                                                                                                      | collective noun                                        | A flock of sheep were stood in the field.                                                                                    |
| Sim                                                                                                                     | simile                                                 | The sun shone like a giant diamond in the sky.                                                                               |
| Met                                                                                                                     | metaphor                                               | I'm so hungry I could eat a horse.                                                                                           |
| Person                                                                                                                  | personification                                        | The toast jumped out of the toaster.                                                                                         |
| Yr5/6                                                                                                                   | common exception words                                 |                                                                                                                              |
| Deter                                                                                                                   | determiner                                             | An octopus has 8 legs.                                                                                                       |
| Cont                                                                                                                    | Contraction/ apostrophe for omission.                  | <b>They're</b> walking to school in the morning.                                                                             |
| Hyp                                                                                                                     | hyphen                                                 | The <b>friendly-looking</b> dog walked past me.                                                                              |
| Allit                                                                                                                   | Alliteration                                           | The <b>big, bad, dog</b> barked bravely at the cat!                                                                          |
| ' pos                                                                                                                   | Apostrophe for possession.                             | The <b>girl's</b> doll was sat in the corner of the room.<br>The <b>girls'</b> dolls were sitting in the corner of the room. |
| Punctuation marks to correctly tick.                                                                                    |                                                        | Spelling:                                                                                                                    |
| !<br>()<br>:<br>;<br>-<br>“ “<br>?<br>...<br>‘<br>. if a weakness for that child.<br>CL – if a weakness for that child. |                                                        | Mark spelling linked with your spelling pattern that week.<br>Eg: est – tick when correctly used in a word.                  |

# Abbreviations for marking the most common grammatical terms. (LKS2)

| Abbreviation                                                                                        | Grammatical term                                       | Example.                                                                                                    |
|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| FA                                                                                                  | fronted adverbial                                      | <b>Quickly</b> , the boy sprinted down the staircase to breakfast.                                          |
| Ad phr                                                                                              | adverbial phrase                                       | <b>Whilst walking the dog</b> , I came across a fallen tree.                                                |
| ENP                                                                                                 | expanded noun phrase                                   | The <b>big, black cat</b> sat watching with horror.                                                         |
| Conj                                                                                                | conjunction                                            | The bus took the children to school, <b>and</b> then collected them at home time.                           |
| SC                                                                                                  | subordinate clause                                     | I first met her in Paris <b>where she used to live</b> .                                                    |
| RC                                                                                                  | relative clause                                        | The lady, <b>who was 40 this year</b> , went on holiday to Vegas                                            |
| Prep                                                                                                | preposition                                            | The cat sat <b>on</b> the mat.                                                                              |
| Prep phr                                                                                            | prepositional phrase                                   | The children sang songs <b>in the evening</b>                                                               |
| MV                                                                                                  | Modal verb                                             | It <b>might</b> rain tomorrow morning.                                                                      |
| List                                                                                                | List sentence                                          | In my suitcase I packed a towel, some suncream and a book.                                                  |
| Vocab                                                                                               | vocabulary linked to the text type/ specific language. |                                                                                                             |
| PT                                                                                                  | past tense                                             | The boy <b>jumped</b> for joy when he <b>opened</b> his birthday present.                                   |
| CN                                                                                                  | collective noun                                        | A flock of sheep were stood in the field.                                                                   |
| Sim                                                                                                 | simile                                                 | The sun shone like a giant diamond in the sky.                                                              |
| Met                                                                                                 | metaphor                                               | I'm so hungry I could eat a horse.                                                                          |
| Yr3/4                                                                                               | common exception words                                 |                                                                                                             |
| Deter                                                                                               | determiner                                             | An octopus has 8 legs.                                                                                      |
| Cont                                                                                                | Contraction/ apostrophe for omission.                  | <b>They're</b> walking to school in the morning.                                                            |
| Hyp                                                                                                 | hyphen                                                 | The <b>friendly-looking</b> dog walked past me.                                                             |
| Allit                                                                                               | Alliteration                                           | The <b>big, bad, dog</b> barked bravely at the cat!                                                         |
| ' pos                                                                                               | Apostrophe used for possession.                        | The <b>girl's</b> doll was sat in the corner of the room.                                                   |
| Punctuation marks to correctly tick.                                                                |                                                        | Spelling:                                                                                                   |
| !<br>()<br>“ “<br>?<br>‘<br>. - if a weakness for that child.<br>CL – if a weakness for that child. |                                                        | Mark spelling linked with your spelling pattern that week.<br>Eg: est – tick when correctly used in a word. |

# FS: What do the symbols on my work tell me?

| Success Symbols                                                                                             |                                                              | Support symbols                                                                     |                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------|
|                                                                                                             | Getting there.                                               | S = supported                                                                       |                                              |
|                                                                                                              | Objective met.                                               | SA= support assisted                                                                |                                              |
|                                                                                                                                                                                              |                                                              | I = independent                                                                     |                                              |
|  <b>Support Symbols</b>  |                                                              |                                                                                     |                                              |
|                                                                                                            | You're missing a full stop.                                  |  | Remember to use a range of WOW words!        |
|                                                                                                            | Please listen carefully for all the phonemes in the word.    | <i>abc</i>                                                                          | Remember to take care with your handwriting. |
|                                                                                                           | Remember to use finger spaces so that all words can be read. |                                                                                     |                                              |



## **Appendix**

### *Explanation of symbols*

#### Sp.\_\_\_\_ check spelling

The teacher or pupil self/ peer assessors will mark sp. And underline the mis-spelt word. This will show the pupil where a spelling should be checked to find the correct spelling. The teacher will give the correct spelling above the pupil's mis-spelling depending on the child's needs.

The pupil may use the same mark during writing to make note of a spelling they are unsure of, they will still attempt the spelling but without the need to stop the flow of writing to find the correct spelling from a word bank or dictionary. The teacher will give the correct spelling above the pupil's mis-spelling depending on the child's needs.

// new line –. Marked at the end of a sentence of speech, a bulleted or numbered list, after a title or a number sentence where the pupil has continued on the same line. The pupil will know where they should have started a new line and explain why.

P// new paragraph – marked at the end of a sentence to show where there is a change of time, event, topic or discussion point and therefore a new paragraph needed. The pupils will know where they should have missed a line and where to begin a new paragraph and explain why.

#### O check letter case –

Capital letters that are missed or in the middle of words/ sentences will be circled. The pupils will be able to visualise where they have made a case error and change it for the correct case and explain why.

^ something missed out – words or punctuation that are missed out will be identified by an upward arrow. The pupil will be encouraged to identify what is missing and to think how to improve it and on occasions edit it for consolidation or publication.

#### ~~? Check it makes sense

When a word, phrase, sentence or answer doesn't make sense, it will be underlined with a wavy line with a question mark, to show where the pupil needs to re-read their own work, or find a reading buddy to read it to check it makes clear sense. The pupil will be encouraged to talk about how to edit and improve, on occasion edit and re-word or re-calculate for consolidation or publication.

#### C check it and change it

Incorrect responses will be marked with a C. The pupils will be encouraged to revisit and check their response to change their thinking to find the correct answer, or edit a word, phrase or sentence.