



Rossall

INSPIRING EXCELLENCE

PREP & EYFS (REC) MARKING & FEEDBACK POLICY

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GUIDANCE ON MARKING & FEEDBACK

Marking is the process by which teachers assess pupils' performance in their work in order to make judgments about their learning. It is not expected that all individual pieces of work will be marked, graded or given a numerical score. It is expected that pupil work will be carefully assessed by the teacher in order to provide **feedback** that is *meaningful, manageable and motivational*.

Marking/feedback serves two primary purposes:

1. Pupils **read and act** on feedback given in order to make progress over time
2. To **inform future planning** and teaching

TEACHING/LEARNING SUPPORT ASSISTANTS

- **TAs and LSAs should only mark work produced by their group of pupils and this should only be done within the session to give immediate feedback - any marking is low level and the teacher still has full oversight and responsibility for marking and feedback**
- The TA or HLTA should liaise with the class teacher regarding progress made and any issues arising from any learning. It is not the role of the TA/HLTA/LSA to complete any other marking for the teacher

PRESENTATION OF WORK: GUIDANCE FOR PUPILS

All presentation should be:

- Neat and legible – age appropriate
- Completed with a sharp pencil or handwriting pen
- Show the full date, objective and where written, should be underlined with a ruler and pencil (AREs to be included in work book)
- Crossed out using a pencil and a ruler if a mistake is made

MARKING & FEEDBACK

Marking and feedback should:

- Clearly indicate as to whether the work overall was EM (Emerging * (working towards), EXP (Expected ** (working at)) or EXC (Exceeding *** (greater depth))
- Be marked in a timely fashion allowing pupils to reflect on comments
- Completed by the teacher/teaching assistant and/or pupils (as appropriate)
- Be positive, motivating and constructive
- Form part of target setting and support pupil self-assessment (as appropriate)
- Be accessible and inclusive
- Linked/related to the Learning Objective.
- Be acknowledged/responded to by the children (where appropriate)

MARKING CODES FOR PRE-PREP & PREP

Pre-Prep:

*	Emerging (Working towards)
**	Expected (Working at)
***	Exceeding (Greater depth)

Pedagogy Stamps:

Due to the age of the children in Pre-Prep, verbal feedback is given with each activity and reflective feedback will be given in the form of a pedagogy stamp: these are visual for the children and support familiarisation with expectations.

- The stamps are to help children to understand their next steps
- The stamps will allow children to correct:
 - o Capital Letters
 - o Spelling/ Phonic Errors
 - o Finger Spaces

- o Letter Formation
- o Descenders/Ascenders in handwriting
- o Full Stops
- o Punctuation Errors

Prep:

*	Emerging (Working towards)
**	Expected (Working at)
***	Exceeding (Greater depth)
R&I	Review & Improve
Sp	Spelling
Sp x 3	Copy out spelling 3 times (max 5)
P	Punctuation
^	Missing word
VOC	Choose a better word
//	New paragraph
?	Cannot understand
VF	Verbal Feedback
C	Correction
NT	Next Time
M	Mastery

All marking should consist of:

1. A positive comment about the work or activity in some way
2. A comment referring to the objective/ARE or particular focus for that piece of work and where appropriate refer to the success criteria

Where appropriate, comments may require a response from the child immediately or action next time.

R&I = *Response* required now – such as a question the child needs to respond to or an *instruction*.

NT = A clear target the pupil needs to work on either to correct the piece or make sure they act on next time.

All work should be acknowledged, with a minimum of 75% of work to be marked with points 1 and 2 above and the age appropriate marking code.

Marking and Feedback in English and Topic:

Marking Guidelines

When marking work in books, comments should attempt to move pupils on. The end of the milestone or end of year expectations (Ros Wilson Criterion) should be used to establish the next steps for the pupil in conjunction with the statutory requirements of the National Curriculum.

Evidence

English Books and Humanities books should include genres of writing with appropriate marking ladders. A writing portfolio will be collated evidencing a range of fiction and non-fiction writing.

The Criterion appropriate to the pupil's ability should be in the front of each English and Topic book. As the pupil demonstrates a clear understanding achieving the criterion this should be (ticked off) as evidenced and used appropriately for target setting with the pupil. When the pupil has met the Criterion the next Level should be used.

Class Marking

When marking English- based work in foundation subject class books, marking should be against the objectives/AREs. Foundation work in books should be given a 'next time' target relating to the objective/ARE. The marking code should be used to correct any spelling and grammar mistakes as appropriate.

Children editing their own work

This should be evident in books. Editing should be carried out in a number of ways; in response to teacher comments or marking, as a result of reviewing work against success criteria or through peer marking. Editing is not to be completed for every piece of writing. It is a teacher's judgement as to which pieces of work need editing, falling in line with guidelines above. However, editing must be completed for summative writing. Editing should be completed in a different colour.

Marking and Feedback in Mathematics:

Teachers are expected to adhere to the school's marking policy when marking, referring to the presentation guidelines set out in this policy and marking codes. AREs should be in each pupil's book and edited on an ongoing basis throughout the year.

Formative assessment that supports pupil learning is built into lesson design. This includes well-structured classroom activities involving conceptual and procedural variation, regular opportunities for discussion of answers and strategies and interaction and dialogue focusing in particular on key ideas and concepts (including misconceptions) and effective, efficient strategies of working mathematically.

Marking guidelines

It is important to distinguish between slips and errors that show a lack of understanding:

- for slips, it is often enough to simply indicate where each slip occurs, particularly when pupils are encouraged to correct them;
- If errors demonstrate lack of understanding, the teacher may decide to take different courses of action;
- where one or two pupils are making the same mistake, the teacher addresses this as soon as possible;
- where an error is made by several pupils, working further with this group or using the opportunity to address the difficulty with the whole class is advised

Pupils should also learn to mark their own/peer work. Part of this responsibility is to identify for themselves the facts and strategies they know well and those which they find harder and need to continue to work on.

Evidence

If interaction between teacher and pupils is good, where errors or misconceptions are addressed immediately or through same day intervention, efficient marking strategies are deployed and suitable summative assessment is held to assess sustained pupil progress. Next steps or targets should only be used where appropriate and not automatically for each piece of marked work.

Teaching for mastery materials (questions, tasks and activities to support assessment) should be used to assess how well the pupils are understanding concepts and demonstrate the depth of understanding and fluency, which will ensure that learning is likely to be both sustained over time and built upon in the future.

Marking and Feedback in Science:

Teachers are expected to adhere to the school's marking policy when marking books/ booklets and project work referring to the presentation guidelines set out in this policy and marking codes. AREs should be in each pupil's book and edited on an ongoing basis throughout the year.

Marking Guidelines

When marking work in the Science book, comments need to move the children on. The 'end of milestone' or 'end of year' expectations will be used to establish the next steps for the child in conjunction with the statutory requirements of the National Curriculum.

Evidence

Science books should include a variety of work from each topic. All Science lessons should demonstrate an integral link between scientific knowledge and skills and this should be evident throughout the Science books. Each topic should demonstrate the progression of knowledge whereas the science skills should show progression both throughout a topic and across topics and year groups. There should be at least one piece of work included per week.

Marking and Feedback in Foundation Subjects:

Marking Guidelines

Where children produce work in the written format, this should be acknowledged and recorded in line with the Learning Objectives and expectations set out at the beginning of the lesson. Verbal feedback should be provided where appropriate.

Evidence

Completed tasks/work should be collated in exercise books, class work books, or in online storage. Suitable and appropriate tracking of progress should be made in line with feedback provided.