



Eastbrook Primary School

Marking and Feedback Policy

Revised: September 2020

Feedback and Marking Policy and Procedures

Feedback and Marking

All work must be marked on a daily basis – either by ‘acknowledgement marking’ or ‘descriptively’ marked.

Acknowledgement Marking

‘Acknowledgement marking’ means marking with an initial to show that the teacher has seen the work.

Descriptive Marking

It is essential that we regularly provide our pupils with high-quality comments - ‘descriptive marking’ - to enable them to address learning gaps and thereby make good progress in their learning. For each child, a minimum of three pieces of work must be ‘descriptively marked’ each week: one in maths, one in writing and one in a foundation subject. For each of these, a marking ladder should be used.

The marking ladder

This valuable tool enables teachers and pupils to be clear about the knowledge that is to be taught and assessed throughout a block of learning. The learning ladder is a road map of learning, providing an effective assessment tool for use by teachers and pupils alike. But what should go into a marking ladder?

Constructing marking ladders

According to Plato, knowledge has three forms: sense knowledge, practical knowledge and word knowledge. A given concept is the synthesis of these three forms of knowledge. The marking ladder should reflect the three forms of knowledge. Although all pupils have the same marking ladder, differentiation is achieved through the depth of practical and word knowledge employed.

When a teacher devises a marking ladder for a block of learning she needs to consider a range of factors: pupils’ previously-acquired knowledge, the learning gaps that need to be addressed and the overall learning objective (the to be taught throughout the block of work).

The learning objective is the key element of the marking ladder. Before the revised National Curriculum, objectives were often too-narrowly defined, with steps to success being merely replicative activities. This resulted in superficial, shallow learning which was easily forgotten. There is now a greater emphasis on the psychology of the learner – a learner who reasons, reflects, meta-learns, conceptualises, thinks critically and applies character virtues to the learning.

In maths the focus should be on concept acquisition. There should be a marking ladder for the main concept being taught and a problem solving marking ladder (problem solving is now a key part of most maths lessons).

In writing, the focus should be on the writer’s voice and the communication of thoughts, emotions and meaning. The key practical skill of employing precise grammar and punctuation should be used to communicate meaning.

Marking ladders are a crucial part of teaching and learning. PPA sessions can be used to discuss the ladder and draw upon the collective experience of colleagues. An effective marking ladder leads to focused, sequenced and effectively-sequenced lessons.

Learning objectives can be selected from many sources:

- In writing use **Chris Quigley's, Success Criteria for Writing.**
- In maths use the **Inspire Maths unit plan.** Also use the school's document, **Progression map of maths thinking skills and problem solving heuristics.**
- For foundation subjects, the **National Curriculum 2014 programme** of study and our **scheme of work.**

A marking ladder details up to six steps to success that enable children to achieve the block of learning's learning objective. The marking ladder should be printed onto labels available from the school office. The same label (six per label sheet) should always be used. The template can be found on the school server in the following directory: **add here**

How is the marking ladder used?

Throughout a learning block each child will use the marking ladder to evaluate their learning. Children can use their column of the marking ladder to tick and date steps that they have achieved. The teacher will then check the child's work against the steps to success on the marking ladder, noting any differences between the child's evaluation and their own.

The **teacher highlights in green highlighter pen** where the child has met the steps to success. Highlights on the child's work correspond to those on the marking ladder. This shows the child where they have been most successful in their learning.

Where the teacher cannot find any examples of a child successfully achieving the objective, then the child will need face-to-face feedback. In this case, the teacher will write **'verbal feedback given', or 'VF'**.

If a child has not met all of the steps to success, the teacher chooses **one** aspect that will enable the child to improve and highlight it in **pink highlighter**. A **'closing the gap' comment** is then written to support the child in meeting the missing step to success.

If the child has met all of the steps to success, the teacher should select one of the higher order steps – and use a 'closing the gap statement' to encourage the child to achieve the step at a greater depth. In maths this might be to use reasoning, or to apply a concept in a different context. Writing also offers many opportunities for greater depth, such as using more effective metaphors, developing a leitmotif, or creating suspense.

Closing the gap comments

Examples include:

- an example prompt (i.e. Choose one of these or think of your own to describe the dog did: He ran round in circles looking for the rabbit. / The dog couldn't believe his eyes.)
- a reminder prompt (i.e. What else could you say here?)
- a scaffolded prompt (i.e. What was the dog's tail doing? Wagging furiously Or: The dog was so angry he... barked / growled / leapt up)

At the **beginning of the next lesson** the child is given time to close the gap and improve work by responding to the teacher's closing the gap comment. The children edit their work **using a green editing pen** so it is clear that they have responded to the comment. Once the child has responded to the feedback, the teacher may record their own response to the child's comment and acknowledge the response. This process should be modelled to the children to ensure they understand how to respond appropriately.

The 'bricks' of writing - Spelling, punctuation, grammar, handwriting - are only marked if they are mentioned in the steps to success, or are a specific target for a child. If spelling is a focus, **one or two** incorrectly spelt words can be **highlighted in pink** and the child is asked to find the correct spelling, altering the incorrect spelling themselves. This comment should be made at the end of the child's work.

When to begin using marking ladders

Reception: From the second half of the Summer Term use marking ladders with children that are able to read and write independently.

Year One: Use a marking ladder consistently from after transition, with pupils that are able to read and write independently.

Year Two – Six: Use the marking ladder from the start of the academic year.

Colours and codes

- Closing the gap comments to be made in **blue pen**. (All year groups)
- Children to respond to the teachers' feedback in **green pen**.
- Highlight in **green** where the success criteria have been met.
- Highlight in **pink** one or two aspects that require editing / improvement.

Appendix One - Examples of learning ladders

Mathematics

We are learning to count to ten	Me	T
I can recognise numbers (from 0 to 10) and the corresponding number words (from zero to ten)		
I can write numbers (from 0 to 10) and the corresponding number words (from zero to ten)		
I can show correspondence between the practical number of objects and the symbol used to denote this – number and word		
I can say the next consecutive number from any given number under ten		
I can say, write and spell all the numbers from zero to ten		
I can show the virtue of:		

Sense knowledge

Practical knowledge

Word knowledge

We are learning to solve maths problems (KS1)	Me	T
I can identify the key maths words		
I can represent the problem using words, r objects or drawings		
I can choose and use a thinking skill		
I can chose and use a heuristic		
I can choose and use an operation for a calculation		
I can record my work neatly		

We are learning to solve maths problems (KS2)	Me	T
I can identify the key vocabulary of a problem		
I can represent the problem using symbols: words, r objects or drawings		
I can choose and use a thinking skill		
I can chose and use a heuristic		
I can choose and use an operation for each calculation		
I can record my work systematically		

Writing

We are learning to write an effective story opening	Me	T
I can identify the features of a story opening		
I can explain what job each feature does		
I can describe the setting using adjectives		
I can introduce the character and describe her appearance		
I can use a hook to grab the reader's attention		
I can use figurative language to describe the theme of the story		

Appendix two – marking symbols

These annotations can be used as a short-cut after highlighting in pink. Only choose one aspect for improvement in any piece of work.		
<p>Y1 - 6</p> <p>Marking symbols should be used in the margin to indicate errors for children to find and correct themselves.</p>		Correct (maths)
		Incorrect (maths)
	<u>frend</u>	Incorrect spelling
	I went the shops ^	There is a word or words missing
	I/went/to the shops	A space is needed in between these words
	←	You need to write next to the margin
	<u>said</u>	Think of a better word
	I is good.	Need to re-read to ensure the sentence makes sense.
	eastbrook ●	Missing capital letter
	VF	Verbal feedback
	o	Punctuation mistake
Years 3 - 6	...house. //The next day I..	You need to start a new paragraph or a new line
	➡	Indent for new paragraph
Pupils mark and highlight in green pen.		

It is important to share / display the symbols and explicitly teach the children how to respond.

Always choose one aspect that will enable a child to make the most progress (content related) and only one secretarial aspect.

Ultimately you are aiming for the child to be able to identify for themselves what needs to be altered / edited.

Appendix three:

Knowledge acquisition: the three knowledge components of a concept

Concept	Sense knowledge	Practical knowledge	Word knowledge
<p><i>A concept is the synthesis of sense knowledge, practical knowledge and word knowledge. When children reflect on their learning, m look at the product of their learning and reason, they consolidate their understanding of a concept. Concept acquisition is not an all-or-nothing thing. Concepts can years to acquire and there is a clear progression of concepts acquisition.</i></p>	<p><i>This is knowledge gained through the senses. It is hierarchically arranged. Examples include knowledge of birdsong, the sound of a jet plane, the sound of a cheering football crowd, the taste of a lemon, the taste of a well-balanced spicy curry, the sight of someone in grief, the feel of sand through your fingers, the appearance of a money word problem, and the layout of a maths SATs paper</i></p>	<p><i>This is the ability to complete a certain task, Examples include:</i></p> <p><i>Being able to ride a bike</i></p> <p><i>Being able to write a newspaper report</i></p> <p><i>Summarising a text</i></p> <p><i>Reasoning</i></p> <p><i>Making an inference</i></p> <p><i>Cooking a cake</i></p> <p><i>Solving a maths word problem</i></p> <p> </p> <p><i>Practical tasks can be performed well or badly, efficiently or inefficiently. There are standard ways of performing practical tasks. They can be appraised. Practical tasks are hierarchically arranged, with more complex practical tasks presupposing the accomplishment of more basic practical tasks.</i></p>	<p><i>This is knowledge framed in propositions – these are inter-related. Words can be used to describe sense knowledge and practical knowledge. Thought is intimately linked to language. The meanings of a given word is linked to the meanings of other words in a web of meaning. This is illustrated by Roget’s Thesaurus.</i></p>
<p>Solving a mathematical word problem</p>	<p>Recognising the problem as a maths problem. Identifying the key concept words. Representing the problem using maths manipulatives.</p>	<p>Performing mental and written calculations. Presenting the solution neatly. Applying thinking skill. Applying problem-solving heuristic. Solving the word problem. Reasoning.</p>	<p>Talking through the concepts involved in the word problem. Verbalising choice of thinking skills involved. Verbalising choice of problem-solving heuristic. Verbalising choice of calculation. Justifying choices. Reasoning. Evaluating.</p>

