



Rush Common School Professional Practice Document ("PPD") for Marking and Feedback

1) Rationale

Rush Common School believes that marking and providing feedback on children's work is important. It ensures cohesion, balance and continuity in the school between and within age groups. Marking is an objective way of evaluating a child's understanding, it provides a basis for planning future work and it informs future planning.

2) Aims

By marking pupils' work and providing feedback, we aim to:

- motivate, encourage and promote high expectations and aspirations
- give pupils responsibility for their learning through methods such as self-assessment
- monitor progress and provide children with advice for their future learning
- help plan for individual needs as part of the planning and assessment process and in doing so, effectively support children's learning
- give value to pupils work and the efforts they have made
- guide pupils in the improvement of their performance
- communicate clearly with pupils and parents

3) General principles

Marking of children's work has different roles and purposes and will involve both written feedback as well as verbal 'in lesson' feedback.

- The process of marking and offering feedback should be a positive one, with recognition given to the efforts made by the child.
- Marking and feedback should be directly linked to the lesson objective, success criteria and where appropriate, refer to the child's own personal learning targets. (i.e. "Effective use of adverbs.")
- Marking and feedback must clearly indicate what a child has done well and show the child what they need to do next, for example through an open question linked to the learning objective or a request to complete corrections. (i.e. "Show me how to check this using the inverse.")
- Adequate time must be given for responses to marking. Where the child is not able respond independently, other arrangements for communication must be made. (i.e. TAs scribing for the pupil or during a guided session in class.)
- Comments should be individualised and appropriate to the age and ability of the child.

- Teachers should aim to promote children’s self and peer assessment in order to engage all children in their own learning.
- Whenever possible, marking and feedback should involve the child directly, feedback is most effective in the presence of the child.
- Feedback may also be given verbally, through a variety of means including: peer or self-assessment, mini-plenaries or ‘lesson stops’, questioning and small group sessions.
- There should be a fair balance of teacher and child marking seen in books.

4) Guidelines*

- mark in blue pen
- children’s responses to feedback and co-operative/self-editing are to be completed in purple pen
- written comments, where possible, reinforce oral feedback
- highlighters are used to show achievement against the lesson learning objective, green for good and pink for areas to improve
- when a learning objective has been met, this is underlined in green highlighter
- oral and written comments are positive with a clear explanation for next steps and improvements
- a tick indicates that work has been seen
- errors or misconceptions may be underlined
- Spellings are not always corrected unless the learning objective has this as a focus, however, for common spelling patterns, children will be asked to write the words out three times if used incorrectly.
- written comments:
 - refer to the learning objective, success criteria or individual targets
 - allow pupils to see teachers as a role-model writer
 - provide additional reading experiences
 - pupils need to be able to read the comments and understand what is required in response to the marking
 - communicate information about how a pupil has tackled a task, about the level of support given, highlighting achievement and/or concepts that need reinforcement or extension
 - pupils must be provided with time to look back and respond to teachers’ or peers’ feedback before moving on to the next task
 - teachers should ensure that pupil responses are acknowledged with either a tick or a comment as appropriate
- pupils may be asked to self or peer assess work using such strategies as thumbs up’, ‘traffic lights’ or by writing comments which may ask questions, encourage, remind, emphasise an improvement or point out a difficulty. Teachers should check the quality of peer and self-assessments made by the children

**Refers also to the ‘Rush Common Marking and Feedback Guidelines’ document for staff which provides more detail regarding the implementation of the above professional practice document.*

5) Symbols and codes used to support marking and feedback at Rush Common School

Teacher marking:

P	punctuation
Sp	spelling
?	does not make sense
^	word missed out
Cap	capital letter needed
FS	full stop
//	new paragraph
•	error in maths calculation followed with a tick next to correction
_	error in written work
VF	Verbal feedback provided

Peer/self-marking:

PE/SE	Peer/self-editing or re-drafting (with peer's initials?)
CI	Co-operative improvement (peer to peer)
PA/SA	Peer/self-assessment (with peer's initials?)

All pieces of work should be acknowledged in line with the guidelines and codes listed above. I.e. through teacher marking, peer marking of self-assessment.

Marking and Feedback in Key Stage 1

It should be acknowledged that the depth of marking should reflect the stage of development of the pupils. As such, children in Year 1 will develop an understanding and recognition of what the green and pink highlighting means. Teachers' comments should also reflect the reading ability of the child. When

and where appropriate, marking symbols will be introduced gradually for younger children to master. For example, Cap, · and FS¹.

Year 2 will continue to develop children's mastery of marking codes and responses to marking through modelling as well as providing adequate time for children to develop their self-assessment skills. By the end of Year 2, children should be able to understand and follow expectations of marking and feedback for Key Stage 2.

6) Review of this PPD

The senior Leadership Team reviews the PPD every 3 years. It may review the PPD earlier, if required.

Approved by the Leadership Team December 2018

Signed: *Jacquie Stevenson*

Headteacher

Review Date: December 2021

¹ Cap = Capital letters needed

· = Full stop needed

FS = Finger spaces needed