

# Hartford Junior School



## Marking and Feedback Policy

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## Marking and Feedback Policy



### Next Step Marking:

It is important to ensure that **Next Step Marking** is worthwhile for both children and staff; we believe that marking should be a positive experience so **children will be able to move forward in their learning without impacting on staff work life balance.**

- At **Hartford Junior School** we believe that instant and verbal feedback, where appropriate, is the most effective method in ensuring that all children know their next steps.
- Staff will mark written work using their initials and signify **GG, I, CW** or **S** depending on how the work was produced. For example, when a child has worked on a laptop, it is assumed specific feedback is instantly given to the child.
- All practical work recorded using **SeeSaw** or on a **laptop** will also have English, maths or science DUO in books. This will indicate GG, I, CW or S.
- Depending on the class timetable, children will have the opportunity to reflect on their maths/English books and to read pink circles/dots and green ticks and then correct/practise any misconceptions e.g. misspelt Common Exception words [CEWs], punctuation errors [the child must have been taught these prior to them being highlighted to be practiced], letter formation etc. in English books. English success criteria bands will indicate next steps in pink pen. In maths children might be expected to correct the spelling of key vocabulary, transposing of digits, practise number formation etc.
- All staff to mark in **black** [for initials, symbols and general comments for adults to read and this **must** by the DUO], **pink** [circle next steps for children on success criteria bands], and **green** pens [tick] only.
- Next step feedback will be given in lessons as much as possible. Staff will indicate feedback using a **pink** speech bubble within the work and subsequent work should reflect this. In maths, a **pink** dot will be used to show a mathematical error. Spellings may also be underlined in **pink** and time given for the child to correct such errors independently within their work. Words written by the teacher in **black** would indicate a spelling error but the child would not be expected to correct these unless **pink**. A **green** tick will be used to show what a child has achieved. E.g. ticking good use of a conjunction in English or a correct number sentence in maths.
- Children will respond to next steps and feedback using a **purple** 'polishing pen' if after the lesson or continuing with their usual **pencil/pen if within a lesson**.
- DUO** means 'Developing our Understanding of...' and is used in all books to indicate the National Curriculum statements and the date/week beginning.
- Children are expected to write the date in full in English books and in number form e.g. 12.12.23 in other books.
- Any work written by the adult in a child's books to support them will be written in black biro.

### Symbols in next step marking:

- I: Independent work.** This is used for children who do a piece of work outside of a guided group on their own. In addition, in a guided group, although the children are initially supported, there **MUST** be a part of the session where they do work **independently** and this needs to be shown with the letter 'I' next to the piece of work/word/sentence completed independently.

*At Hartford Junior School, independence is defined as; the child making a choice and consistently applying what they know, in a variety of contexts and over a period of time [updated PLM: 10.7.2023].*











- GG: Guided Group work**
- S: supported** [this will be used if a child is NOT in a GG but has needed some support in the independent activity].
- CW: collaborative work** [where two or more children have worked together on their learning].
- All work must be initialled in **black** [next to the DUO] by the teacher or TA. **I/GG/S/CW** must be circled so it is clear how the child has worked to establish I independent or not.
- If work is on **SeeSaw** then the DUO will still be written in the book by the child and sticker [see below] used to signpost the evidence with the date. This is **ONLY** for core subjects [English, maths and science].
- Our 'Aim High Hippo' stamp is also used for effort and achievement [see below].

Student response on  
SeeSaw for this lesson

Date: \_\_\_\_\_ 



- Success Criteria Band:** in English books [or a worksheet if used] under the DUO, a sentence strip is to be stuck. This will act as a reminder of what the children need to use in their work and can be used by children as a check at the end of their work to self-assess. Staff can then **tick✓** in **green** the symbol that has been achieved. Staff will **circle** in **pink** the symbols to denote the next steps in learning. English sentence strips are only used in English books. These are **not** used in **Y6** after Spring Half Term.

									
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**Absent children** still need a DUO to be written in book with '**absent**' written on.

- **REMEMBER** we don't use rubbers in school but encourage children to cross **1** line through their work and write the new word or number next to it. This is done in pencil.

**Marking sketch/art books:**

- Sketch books are independent work and are not marked. DUOs are used to indicate the National Curriculum statements and the date/week beginning.

**Marking English books:**

- English books are marked using a success criteria band as outlined in this policy. All English work has a DUO explaining the learning intention, as outlined in this policy. If work is on **SeeSaw** then the DUO will still be written in the book by the child and sticker used to signpost the evidence with the date. In **Year 6** during the latter half of the Spring term, a pink dot in the margin may be used to demarcate an error for a child to spot and correct independently.

**Marking geography/ RE/history books:**

- In foundation subjects, feedback is given verbally through the apply [plenary] part of the lesson or to individual pupils during the session. Reflection time may be given through a lesson 'starter' which will reflect back on previous sessions and highlight next steps.

**Marking homework:**

- Homework is given via SeeSaw and is 'marked' on a Wednesday or Thursday by the class teacher. Homework is 'liked' and a housepoint may also be given for achievement and effort. Homework is also celebrated in class.

**Marking math books:**

- Math books are marked using a pink dot for errors and a green tick for correct learning. A green tick can be used at the bottom of a page or group of questions if all are correct. All math work has a DUO explaining the learning intention, as outlined in this policy. If work is on **SeeSaw** then the DUO will still be written in the book by the child and sticker used to signpost the evidence with the date.

**Marking phonics:**

- Phonics books are not marked. These books are a record of written work completed by the child and acts as "whiteboards". The application of phonics is assessed through reading and writing. Feedback is given verbally and instantly, as and when appropriate.

**Marking science books:**

- All science work has a DUO explaining the learning intention, as outlined in this policy. Feedback is given verbally and instantly, as and when appropriate. If work is on **SeeSaw** then the DUO will still be written in the book by the child and sticker used to signpost the evidence with the date. Work is initialed in black pen by the DUO to demonstrate the Teacher has an overview of the learning.

Subject Leads will monitor their subject alongside SLT to ensure that the marking and feedback policy is appropriately used for consistency.