

Responding to children's work

Through marking and feedback teaching staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims:

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives:

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking and observation to inform future planning.
- Teachers will 'mark in the moment' and use their observations to precision plan for the next lesson.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with an adult as part of a guided session:

- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a pink or green pen during the session. Following the policy of 'pink' for achieved and 'green' for improvements needed. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Verbal feedback is also given consistently throughout the lesson to aid the pupil to improve and 'mark in the moment'.

When a child works independently of an adult:

- If a child has used resources to assist in their independent learning then an E is written in a circle to show this has happened during this piece of work.
- All independent work is checked by the class teacher and marked using a pink (tickled pink shows achievement and good work) or green pen (green for growth shows there has been an error made) and the agreed marking symbols.
- Children will have the opportunity to correct and edit their written work using a purple 'polishing' pen. This will show they have understood their errors and also responded to the feedback given from the teacher. Editing strips can also be used for longer, more in depth pieces of writing.
- When objectives have been met then a tick will be given.
- Teachers will identify where skills have been used and exceeded by double ticking in pink pen.
- Where errors have occurred then a marking symbol will be used. In maths, a dot (in green) will signify an error and the child will have a second try next to it.
- For work exceeding expectations a smiley face next to the part of work that is great will indicate to the child that they have done well. Children can also show their work to another teacher or the headteacher if they have completed work of a high standard or shown great progress.

- During longer pieces of writing or where great effort has been shown a positive comment from the teacher should be made.
- Any guidance should not be secretarial but offer ways to improve written work.
- End of unit assessments should be used for maths. The use of Integra sheets will support more in depth marking and assessment in writing.
- Housepoints will be used to praise good work.
- Children will self-assess every lesson by drawing a small pink dot at the end of their work if they feel confident and have achieved the objective. They will draw a small green dot if they feel they need some more support and haven't met the objective.
- Teachers and Teaching Assistants will use the 'distance marking sheet' and 'precision plan' to highlight any misconceptions and where an intervention or further teaching is required. This will inform future planning and lessons. These working documents will be accessed freely by all adults in the classroom during every lesson.

Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed. The marking policy should be followed for this, ensuring correct symbols are used.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, "Oh yes, I missed that" rather than, "Oh, I didn't know that"

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the learning objective. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this and therefore a review of their ability and next steps may be needed. Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed.

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