

## **Policy: Marking and Feedback**

### **Mission statement**

It is our aim to enable every member of our school family to flourish and live life in all its fullness by: Teaching a broad and balanced curriculum, holistically nurturing and developing our children, helping those in need through loving service, confronting injustice in our world and caring for creation.

### **Aims of marking**

Marking is an integral part of assessment. We aim to provide a system of marking that is consistent and continuous across each stage within our school. Marking will inform planning, be diagnostic and enhance children's learning by ultimately offering guidance on how work can be improved. Marking through *Quality Marking* allows for self and peer-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others. We aim to mark positively whenever possible to enhance self-esteem and confidence. Children will be encouraged to read through their work before presenting it to be marked, as a strategy to develop self-reflection and self-evaluation, against the shared learning objectives. Children will regularly be given time to read and respond to feedback; staff will monitor and review children's response to feedback.

The marking of children's work should be regular, frequent and when appropriate/possible should include individual verbal feedback.

### **We mark children's work in order to ~**

- Show work is valued and to praise
- Demonstrate appreciation of children's effort
- Give feedback to children and to inform them of their achievements and the next step in their learning
- Inform future planning and learning
- Evaluate and assess children's learning
- Ensure set tasks have been carried out

### **Teachers will respond to children's efforts through a variety of ways ~**

- Whenever possible, in the presence of the child
- Positively
- Verbal comments
- Written – using child's first name
- Constructive advice
- Stickers and/ or stampers
- Ticks
- Target at the bottom of the work marked with a **T**
- Marking in a different colour to the children's work
- Marked in relation to shared learning objectives and the child's attainments
- Time spent with the child to ensure they understand the comments and the targets set
- Teachers writing to be neat and follow the school handwriting policy

### **Children will respond to marking ~**

- Encouraged to evaluate their own work before marking, taking into consideration the shared learning objectives and any previously individually set targets in their books
- Encouraged to reflect after marking referring to the displayed '**Marking policy**' and take the opportunity to correct, practise or investigate a problem during individual activity time
- Encouraged to respond with their own comment in order to encourage dialogue about their learning

### **Titling of work**

The title of work should be the Learning Objective (LO) where possible for each individual lesson. Where appropriate, the children will write this themselves, where the children are unable to write this themselves, the LO will be typed and stuck in books either by the children or an adult (where practical.)

### **Quality Marking**

In Quality Feedback~

- Some errors are not marked.
- Marking focuses on specific taught items: concepts, skills and knowledge, so that the feedback encourages development of the learning, rather than on application learning objectives, such as writing a whole story or designing an experiment, where summary feedback is more appropriate.
- Marking is only of value if comments are read and responded to/ regarded.
- Ideally, marking should become a part of the developing dialogue resulting in pupil progress, for examples, a pupil writes, the writing is marked and in his/her subsequent work, the pupil incorporates suggestions.
- Marking will take on a positive form.

We believe that correcting has its place in marking but only when it contributes to an improvement in a pupil's work. Errors need to be pointed out if a pupil is to improve his/her work, which errors and how many will depend on many factors. Comments can be made verbally or in written form to communicate their message. In the case of Foundation Stage and KS1 pupils, feedback needs to be as immediate as possible.

We constantly assess the children's work, establishing their achievements.

### **Showing success**

The teacher finds places in the child's work which link with the learning objective and then indicate these in pink ~ 'Tickled Pink'.

These successes should be in the context of the full ability range, so those different children could have anything from one word to a couple of sentences highlighted.

### **Indicating improvement**

A highlighted arrow in blue ~ 'Make it better Blue' is used to indicate precisely where on the work improvement could be made. The improvement is then made at the end of the pupil's work.

### **Giving an improvement or reflection suggestion**

An improvement suggestion is written/asked for by the teacher to help the child know how to make the specific improvement. There are three main types of improvement prompts:

*The reminder prompt ~*

Simply reiterates the learning objective.

*The scaffolded prompt ~*

Involves the teacher deciding what they would like the child to write, then finding a way of handing it back to the child.

*The example prompt ~*

Models a choice of possible improvements, but asks if the child has an idea of his or her own.

We will ensure that time is allocated within the teaching day for pupils to respond to their written / oral comments by the class teachers in order they can act upon the development points.

Sometimes, verbal feedback will be given and marking will be annotated with 'VF'.

### **Presentation**

We have high standards in presenting all work in school ~ display, worksheets, workcards, and teachers' writing ~ the highest standard is expected from the child.

We expect the children to ~



- Always do their best
- Follow instructions
- Write on the line
- Y2 onwards to date work (Year 1 when ready). Maths ~ 00.00.00 – on the right and all other subjects in writing (day, month, year) from the left
- Titles will be underlined and a line drawn after completed work
- Form letters correctly applying our handwriting scheme, building to cursive style
- Sometimes repeat unsatisfactory work
- Lay out work as explained by the teacher
- Name loose sheets of paper
- Use sharp pencils, appropriate pens
- Line guides to be used where appropriate

**What we will accept:**

**Always**

- The children's best work

**Never**

- Scribble
- Defacing / cutting of books
- Crossing out by scribbling
- Altering one letter by over-writing
- Doodling
- Filling in letters
- Giant full stops
- Felt-tip pens in books
- Writing on top of writing
- Going over letters
- Writing on others' work

**Supply Teachers** will mark in black pen, initial their work and a copy of the marking policy will be available for them in class.

Updated March 2020

Signed on behalf of the Governors	Mrs Vicky Stanyer
Date	April 2020
Review Date	April 2023

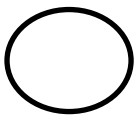
(see attached appendices 1 and 2)


Appendix 2


Marking Codes

'Tickled pink' - best work that links to learning objective


'Build it up blue' - where an improvement could be made


 SP - Spelling mistake  
incorrectly


 5 - Number formed

 - Word missed out

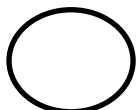
**VF** - Verbal feedback given

 - Sentence needs redrafting

 T - Target

 - Word in incorrect position

**PM** - Peer marking

 - Punctuation missing

**CM** - Class marking

 - Inaccurate use of grammar

 - New paragraph

 - Incorrect answer



## Appendix 1

### Spelling mistakes:

Underlined with sp circled and correct spelling given in margin.

KS1 & KS2 SEN will be given the correct spelling and asked to practise it

Example:

There woz three balloons.

### Omissions:

The sign shows a word has been missed out

Example:

Three people sit at table

### Missing punctuation:

Missed punctuation is circled

KS1 & KS2 SEN will be given the appropriate punctuation inside the circle

Example:

the boy climbed up the steep jagged mountain

### Inaccurate word spacing:

KS1 with / between words to indicate where spaces should be

KS2 / between words

Example:

We/got/into/a big/green/bus.

### Incorrect word order:

Circle words and use an arrow to show correct position

Example:

The best car toy was the blue one.

### Inaccurate use of grammar or Standard English:

KS1: use a wiggly line

KS2: use a wiggly line and place square brackets around the sentence to be redrafted

Example:

We was waiting in the queue down town

### Corrections

A box, line or arrow given to show where corrected work to be completed. Corrected answer not to be over-written on previous work



### Quality Marking

#### Showing Success

Find best places in the work which link with the learning objective and then highlight these in pink ~ 'Tickled Pink'.

#### Indicating improvement

An arrow highlighted in blue ~ 'Build it up Blue' is used to show where on the work improvement could be made. The change is then made at the end of the work.

#### Giving an improvement suggestion

An improvement suggestion is written/asked for by the teacher to help the pupil know how to make the specific improvement. There are three main types of improvement prompts:

**The reminder prompt** ~ Simply restates the learning objective.

(L.O. To be able to express characters' feelings)

Example

How do you think the boy felt here?

**The scaffolded prompt** ~ Involves the teacher deciding what they would like the pupil to write, then finding a way of handing it back to the writer.

Example

He was so surprised that he ....

**The example prompt** ~ Models a choice of possible improvements, but asks if the pupil has an idea of his or her own.

Example

Choose one of these or your own ~

He couldn't believe his eyes!

He ran around in circles looking for his friend, feeling very confused.

#### Number reversals:

Circle and write the number correctly

Example:

#### Incorrect answers:

Place a dot next to the wrong answer to be corrected

Example:

12 - 9 = 17 □

#### Inaccurate operation used:

Write the correct calculation

Example:

3 + 4 not 3 - 4

3 x 5 not 3 + 5