

STANTON HARCOURT CHURCH OF ENGLAND PRIMARY SCHOOL

Marking and Feedback policy

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success against the learning objectives. This enables children to become reflective learners and helps them to close the gap between what they are currently learning and what we would like them to learn.

Aim: to establish a broadly consistent approach to the way work is marked.

Principles that guide our approach to marking.

Marking and feedback:-

- Is accessible to all children and manageable for teachers
- Relates to the learning intention and comments on previous attainment and progress within the context of the learning objective
- Involves all adults working with children in the classroom
- Gives recognition and praise for achievement and clear strategies for improvement
- Allows specific time for children to read, reflect and respond to marking
- Is a response to individual learning needs, marking face to face with some and at a distance for others
- Informs future planning and group target setting
- Uses consistent codes across the school
- Is ultimately seen by the children as a positive approach to improving their learning
- Can address basic grammar and common spelling words
- Be seen by pupils as a positive approach to improving their learning

How do we mark children's work?

Oral feedback

It is important for all children to have oral feedback, when appropriate, from the adult working with them. For example: the adult could initially talk to the child about how they have met the learning objective and then question the child about a specific part of the work. This may be to correct the child's understanding or extend the child's learning.

Summative feedback/ marking

This usually consists of ticks and circles/dots and is associated with closed tasks or exercises where the answer is right or wrong. This can also be marked be self or peer marked.

Formative feedback/ marking

Not all pieces of work can be 'quality marked.' Teachers decide whether work will simply be acknowledged by highlighting the learning objective or given detailed attention. Acknowledgement relates to the learning objective and can address basic grammar and common words. (see attached Code for marking).

What is quality marking?

Teachers focus first and foremost on the learning intention of the task. The emphasis being on progress against the learning objective and improvement needs providing 'next steps' comments. The teacher will visit each child's book, as appropriate, according to the requirements of the new curriculum.

When 'quality marking' teachers:

1. Read the entire piece;
2. Acknowledge where the child has met the learning objective;
3. Suggest an aspect of the work that could be improved and provide a focused comment which helps the child to 'close the gap' between what has been achieved and what they could have achieved.
4. Addresses grammar and common word mistakes.

Useful 'closing the gap' comments are:-

- A **reminder** prompt (e.g. "What else could you say about the prince's clothes?")
- A **scaffolded** prompt (e.g. "What was the monster doing? The monster was so angry he.....")
- An **example** prompt (e.g. "Choose one of these for your own: He growled so loudly that the birds fell off the trees / The monster ran away from the children.")
- Highlight a sentence for improvement, as appropriate.

Teacher, Pupil, Teacher Marking - TPT

When work has been 'quality marked' time is given during the following lesson for children to read and then make one focused improvement based on the improvement suggestion. In order for the marking to be formative, the information must be used and acted upon by the children. The teacher must then make a response to these improvements.

Monitoring

The Senior Leadership Team will monitor the application of the policy on the continuous cycle of monitoring. As part of this the quality and effectiveness of the marking and feedback will be assessed and recorded.

Other styles of marking teachers use.

T	Teacher has supported the child in the lesson.	
TA	Teaching assistant has supported the child in the lesson.	
V	No written comment as verbal feedback given. For younger children this verbal comment may also be recorded at the end of the piece of work.	
	Pink ticks alongside the L. Obj.	Learning objective has been partly achieved.
		Learning objective has been fully achieved.
	Child needs to try this question again.	Green "Fix it box" drawn for child to put corrections in.
Sp	Green wavy line underneath incorrect spelling of a word the child should know. Maximum of 3.	
1 hp	1 House Point given for a really good piece of work.	

Assessment for Learning	
SA	Self Assessment. Children are encouraged to self-evaluate by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analysing the learning. Children to “Traffic Light” their work and when able to give written feedback on: WWW. What went well. EBI. Even better if.
PA	Peer Assessment comment.

What about the correct spelling, punctuation and grammar?

Spelling, punctuation and grammar are not necessarily marked in every piece of writing. When children have finished they are encouraged to proof read their own work as part of the writing process. Editing for spelling will take place after the writer is satisfied with the other elements of writing. This will be modelled by the teacher during shared writing. In order to encourage risk-taking and the use of interesting vocabulary the marking of spelling should not go beyond what has been taught and should be appropriate to the individual. When spellings are linked to phonics, particularly in KS1, misconceptions will be addressed.

Children are given feedback about the elements the teacher has asked them to pay attention to. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning objectives.

How do teachers in the EYFS mark children’s work?

In the Foundation Stage teachers focus on giving oral feedback but they may write a comment with the child.

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