

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 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 children and at 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

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

See Stanton Harcourt marking grid. Purple pens are used for marking by teachers, green pens are used by the children to edit work, including Read, Write, Inc tasks.

Self or peer marking is also used as a tool to enable children to understand their own, and their peers, future learning.

Formative feedback/marking

Not all pieces of work can be marked 'in depth'. 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.

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 curriculum. The teachers use the traffic light highlighting for the objectives.

When 'quality in depth' marking happens, the teachers:

1. Read the entire piece of work;
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 could be:

- 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 birds fell off the trees/the monster quickly ran away from the children.")
- Highlight a sentence for improvement, as appropriate.

Teacher, Pupil, Teacher Marking

When work has been marked 'in depth', time is given for children to review 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 whole staff 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.

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 phonemes, particularly in Key Stage 1, 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 and Year 1 teachers focus on giving oral feedback but they may write a comment with the child. A written 'next step' comment may be given, throughout the year, depending on the ability of the child. The Key Stage One Marking Grid will be introduced to the children in the summer term.

Date: September 2017

Review Date: September 2018

KS2 Marking Code

✓	Correct
^	Words missing
○	Missing punctuation
~~~~	Check that this makes sense/spelling
//	New line or paragraph
DWP	Discussed with pupil
Ⓡ	Independent work
Ⓢ	Supported by an adult
	Children's response
	Teacher's response

# EYFS and KS1 Marking Code

	Fantastic Work
	You achieved your target
	Correct
	Words missing
	Check that this makes sense
	Finger spacing
DWP	Discussed with pupil
	Let's talk
	Independent work
	Supported by an adult
	Children's response
	Teacher's response