



## St Mary & St John CEVA Primary School Marking & Feedback Policy

<b>Policy Owner</b>	<b>Headteacher</b>
<b>Governing Body Committee</b>	<b>Curriculum</b>
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### Versions

<b>Version</b>	<b>Date</b>	<b>Page</b>	<b>Description of change</b>	<b>Origin of change</b>

### Rationale

St Mary & St John considers that all children's work is valuable and should be treated with respect.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress, providing targets and next steps.

The purpose of this policy, therefore, is to inform and share expectations with all staff and parents so that there is a clear and consistent approach to marking and feedback across the school.

### Aim

#### Marking should:

- Give children constructive feedback about the strengths and weaknesses in their work and what they need to improve to make further progress- next steps in learning
- Correct errors and clear up misunderstandings
- Provide information for assessment
- Provide a record of progress
- Reward and encourage effort, attainment, progress and presentation
- Identify individual children and groups who need specific help
- Use consistent codes throughout the school
- Inform future planning and individual target setting
- Encourage and teach children to self-mark and peer mark wherever possible
- Be manageable for teachers
- Involve and inform all adults working with children in the learning environment
- Encourage a dialogue between teacher and child

## Guidelines

- Marking should be related to clear learning objectives and success criteria which are understood by the child and be legible and clear in meaning
- Pupils choose which marking box to place work in: **'Good to go'** as they feel confident and ready to move on to next steps or **'Wait a mo'** as they feel they need further teaching input to fully grasp the concept
- Work needs to be marked promptly so the child is aware that the outcome of every task is considered to be important i.e. same or next day
- Quick response marking during or immediately after the lesson will inform planning and identify immediate intervention opportunities.
- Homework should be marked as rigorously as class work
- Comments need to identify the next steps in the child's learning
- Time needs to be built in to lessons in order for children to read marking and feedback and respond to it.

## Strategies

To ensure children are clear what the learning is and subsequently the marking, **learning objectives** are used in every subject and written or pre-printed as the title, along with the date, as 'I can' statements taken from the 2014 National Curriculum (England) / Target Tracker. They are differentiated:

**Red** – understanding

**Amber** – embed and extend

**Green** – extend and challenge (working towards/at mastery level)

**Success criteria** are provided or developed with the children, when appropriate, to scaffold steps to achieve the set objective.

**Formative marking/feedback** for all pieces of written work, including, where possible, practical activities. Oral feedback in the course of the lesson and written marking/feedback afterwards (AfL) will focus on the learning objective. Corrections support the child's learning but too many may overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark. Ordinarily, marking will be against the learning objective and no more than two other features, which may be the child's personal targets or secretarial features. Care should always be taken to preserve the integrity of pupils' work.

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is helpful.

In all subjects, the learning objective will be highlighted giving instant, visual feedback.

**Red** has not yet met the learning Objective (LO) and may need to go over it again.

**Amber** partially achieved - meaning a little more work is needed to really understand this.

**Green** the child has achieved the learning objective (LO) fully.

- **Green pen** is used by the marker to praise and make positive comments about the child's work.
- **Pink pen** is used to challenge, to highlight errors/corrections and next steps to improve learning
- **Blue pen** is used by the child to show edited/corrected work.
- There may be times when it is appropriate for a **Teaching Assistant** to annotate/mark work. If so, this will be identified as thus - **TA**
- If **verbal feedback** has been given **VF** will be written.
- If the child has been supported by an adult, their **initials** and **SW** Supported Work should be written. Conversely, and especially for younger children and those with SEND, **IW** **Independent Work** may be written.
- **Supply teachers** should initial their marking.

## Targets

Targets and/or Target sheets will be clearly displayed and/or available to the child. Children will be encouraged to use these during tasks and to self-assess with ticks, dates, comments.

Teachers will refer to children's target sheets when marking and use them to inform feedback and planning.

## Self-Marking

Children should self-evaluate wherever possible. They can identify their own successes and improvement points. The ability to do this depends on appropriate scaffolding by teachers.

## Peer-Marking

Children are taught to and encouraged to evaluate their own and others' achievements against the learning objective, in verbal or written form. During a lesson, children can be asked to mark narrative work in pairs. Ground rules should be adopted as a class for this exercise.

## Shared-Marking

Use a piece of anonymous work to model the marking process and teach particular points at the same time. Or show two pieces of work to discuss the differences.

## Rewards

- In accordance with our Behaviour Policy a positive reward system, appropriate to the age and needs of the children in the class, can be used. E.g. smiley face/sticker/stamp
- The whole school rewards system of Housepoints is also used. **HP** indicates that a Housepoint has been awarded for the work. (*HP x number*)

The following **agreed code** will be displayed in every KS1 and KS2 classroom so that all children are aware of the meaning of the various markings.

**Sp** Spelling error - in margin

**Gr** Grammar error - in margin

**CL** Capital letter needed – in margin

○ Punctuation error – circled where punctuation needs to be added

// New paragraph – inserted at the point the new paragraph should start

^ Word Omission – below the line in position

✓ Correct

                     Appropriate vocabulary choice - underlined in green

- Incorrect - alongside an answer

Handwriting – your teacher may ask you to copy out one sentence so you can focus on your best handwriting.

## **Pupil Response**

Responding to teachers' comments is a skill. Teachers work with pupils to develop the skill of reflective practice. Time is given to children to reflect on and respond to marking and feedback to ensure they benefit from it, by completing corrections/carrying out proposed next steps, as appropriate. They are also given the opportunity to discuss their work with the teacher. All improvements and corrections by pupils will be in blue/purple pen. This will form a learning dialogue. Work should show evidence that this is the case.

Evidence of our response to children's work can be found recorded in books and on display, but much of the EYFS and Key Stage 1 work is practical and response can often be verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with young learners to take them forward.

## **Recording Evidence**

Target Tracker software allows for evidence of each child's achievement to be recorded and logged against the learning objectives ('I can' statements). This means that photographs, videos and notes can also be used to evidence the learning that has taken place.

## **Grades and Progress**

Children's attainment and progress data will be input into Target Tracker. All subjects will use the 'I can' statements. Target Tracker uses corresponding 'bands' per year group i.e. Year 1 = band 1 and then steps within the year: beginning, b+, working within, w+, secure, s+. Children will receive 'levels' for written work according to this mark scheme.