

Ouston Primary School

Marking and Feedback Policy

Aims

We mark children's work and offer feedback in order to move children's learning forward.

We:

- Show that we value their work and encourage them to do the same
- Boost self esteem and aspirations through use of praise and encouragement
- Give a clear picture of the next steps they need to take in order to continue to make progress
- Offer them specific information on the extent to which they have met the learning intention or individual target
- Gauge their understanding and identify and clarify any misconceptions
- Provide ongoing assessment that informs future planning

Rationale

Marking and giving effective feedback is a vital form of communication between pupil and teacher. It enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. It is part of the Assessment process in that it gives both the teacher and pupil an opportunity to identify strengths and weaknesses. It should ultimately be seen by children as a positive approach to improving their learning. Marking and feedback should be manageable for teachers and accessible to children. It should also use a consistent approach across the school. Teachers should not use anything other than the agreed system and symbols.

It is expected that supply teachers mark work fully and initial. It is also expected that HLTAs/Teaching Assistants mark work and initial, but in less detail and at the discretion of the teacher. All adult marking should be done in pen. Green for 'great work'; red for 'stop, think and improve'. Green highlighters can be used additionally to show where the learning intention has been met; an individual target achieved or to show that the teacher is particularly pleased with for example: Wow words. Some areas to improve may also be underlined in red pen. The teacher may add an age related comment with more details, e.g. remember finger spaces. Peer/self marking should be done in pencil.

Principles

- Wherever possible, in lessons, marking and feedback should involve the child directly. Verbal feedback and "over the shoulder" marking will take place as often as possible
- The child must be able to read and respond to the comments made and be given time to do so
- Comments should be appropriate to the age and understanding of the child
- Comments will only focus on one or two key areas for improvement at any one time
- Comments will be specific rather than general so that the child is very clear about the improvement they need to make.
(Eg: "You need to use more adjectives." X
"Use an adjective to describe how scary the monster was." ✓)
- Comments only need to be written when the improvement needed to be made is not self-explanatory after high-lighting
- Peer marking and peer editing are acknowledged as good practice throughout the school. However, peer marking/editing must also be reviewed by the class teacher

Managing Marking

All mathematics and English will be marked daily.

All writing related subjects, (e.g. History, Geography, R.E.) should be marked before the next lesson, but to varying degrees depending on the content.

In Writing, the **main** piece of work in the taught genre should be quality marked using symbols/comments/highlighting. Work should usually be marked against the success criteria. Learning objectives and success criteria do not have to be written in books but should be displayed in the classroom or at least shared verbally by the teacher. **Learning objectives/success criteria, however, must be evident on longer pieces of writing.**

Regular quality marking takes places in English and Mathematics to reinforce next steps and children are expected to respond to teachers' written feedback .

If a piece of work has been discussed with a child, VF (verbal feedback) should be written. The staff member may also indicate what the feedback was about, for example: VF-Punctuation

Self/Peer marking

Time should be allowed before the plenary for children to mark and self evaluate their work against the learning intention and success criteria. This should be completed in pencil.

In addition to the above, other self/peer assessment techniques include: traffic lights; thumbs up/down/in between; KWL grids; Talk Partners (share with a partner 3 things they've learned/found easy/difficult/1 further thing they would like to know)

Developmental Marking

'Closing the gap' comments may be used to show children how their work could be improved. These may take the form of

- Reminder prompts e.g. what else could you say here?
- Scaffold prompts e.g. describe the expression on the man's face
- Example prompts e.g. choose one of these or use your own: the man's mouth fell open in surprise.

The agreed format for recording developmental marking throughout the school is:

A praise comment, written in green: "Well done you've succeeded in..."

An improvement comment, written in red: "Now you need to ..."

After quality marking, children will be given the appropriate time to respond and make the necessary improvements to their work. (At least once a week in literacy and maths)

Improvement points may be in the form of an individual target, indicated by 

Rewards

In addition to positive comments, staff may give rewards for good work/achievement. This may include stickers, stamps, table points and a variety of reward systems matched to Key Stage, e.g. Sunflower Ladder. Merit award stickers can also be given as a reward for particularly impressive effort or achievement. If the child wishes to wear their merit sticker or take it home, the word 'merit' should be written in the child's book.

Marking Maths

We promote the use of self marking; where the pupil highlights their answers during whole class discussion. Answers and strategies will be discussed with the whole class and correction time given as part of the lesson.

Teachers use green ticks and red crosses. However, it is essential to try to understand the child's misconceptions where errors are occurring. It is important to draw the children's attention to where they have made a mistake, for example:

$$\begin{array}{r} 34 \\ -17 \\ \hline 23 \end{array}$$

Did you try to take 7 away from 4,
or did you take 4 away from here 7?

Spelling mistakes

- Teachers will mainly correct the words that the child should be able to spell by age and ability (or key topic/theme vocabulary as appropriate)
- Underline the first 5 spelling mistakes in red. The amount of spelling corrections in any one piece of work should be limited. Teachers will use professional judgement re: age, ability and quantity of work
- Write sp in the margin or next to the underlined word if the child is required to find the correct spelling themselves.
- The teacher may give the correct spelling above the word/in the margin or the child may be asked to correct these in their written comment/feedback.
- When a child needs a spelling, they should be encouraged to use a dictionary

Stamps

In Key Stage 1 and Foundation Stage, stamps indicating finger spaces, capital letters, full stops, letter formation and spelling may be used to draw children's attention to inaccuracies/omissions.

Circling

This is used to show the absence of punctuation or the absence of a capital letter. The required punctuation should be inserted and circled.

For example: I bought some apples (,) pears and oranges (.) .

VF

Verbal feedback given. May also write the area this relates to i.e. **VF-punctuation**.

Curriculum coverage

A year group objective sheet for English and maths and a summary of topics to be covered are sent home to parents/carers.

A range of assessment formats are kept for each child in a separate file for reading and writing and maths. Stranded sheets, which are attached to the child's exercise book are highlighted half termly to show their progress against targets. Data analysis is carried out termly by the SLT to monitor progress.

Review: December 2020