

TANKERSLEY ST PETER'S CE (A) PRIMARY SCHOOL

FEEDBACK & MARKING POLICY



'A love of learning developed in a Christian environment.'

Marking Policy 2016

Key Principles of Marking and Responding to Pupils' Work

Research indicates that improving learning through assessment depends on five, deceptively simple, key factors:-

- The provision of effective feedback to pupils
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of assessments
- A recognition of the profound influence assessment has on the motivation and esteem of pupils, both of which are crucial influences on learning
- The need for pupils to assess themselves and understand how to improve

WHY DO WE MARK?

- To aid assessment, both formative and summative
- To recognise and celebrate achievement
- To support planning and progression
- To support the introduction sharing process

Response and Feedback can be:

COGNITIVE

These are comments designed to reflect on pupil understanding as demonstrated in the work and to extend their thinking.

ORGANISATIONAL

Such responses are concerned with the organisation and sequencing of ideas in pupil work

PRESENTATIONAL

This feedback is a response to how well the work appears on the page and would include handwriting, spelling, grammar, punctuation and setting out.

MISCELLANEOUS

This would include motivational feedback, stampers and general comments.

Who does the Marking?

Most marking will be done by the class teacher but on occasions, work will be marked by:-

- Supply teacher - put **ST** at the top of the page (should always mark the work they have taught and there will be a reference to marking in the school guidelines for supply staff).
- Student teacher- put **S** at the top of the page (with guidance in accordance with marking policy and monitored by class teacher)
- HLTA- put **HLTA** at the top of the page, and will mark in the same way as the class teacher

Pupils will also be involved in self and peer marking, moderation and up-levelling. Pupils will be involved in self-assessment of their work, for example, through thumbs up/down and traffic lights/2* and a wish. Although there will be differences in the style and focus of the marking dependent on the task, the marker and the reason for the activity, there are certain principles and guidelines that should always be adhered to. These are set out in the following areas. As a general rule parent helpers should not mark pupils' work but may make appropriately positive comments in home/school reading record books.

What Do We Mark?

At EYFS most feedback will be oral but could also be in the form of a written dialogue with the child or use of symbols, eg smiley face.

At Key Stage 1 and 2 all English and Maths work will be marked, except on occasions for final draft work for display purposes, writing journals and jotter work.

We regard the provision for quality oral feedback as a distinctive feature of teaching and learning at our school. At both key stages oral feedback will often be the most likely form of feedback in PE, Music, DT, Art and Design, PHSE and Drama.

Particular pieces of work will be targeted for quality marking and effective feedback according to the lessons objectives.

Principles of Effective Feedback in our School

Ideally all work would be marked with the individual child as soon as completed. In reality a lot of marking especially as children begin to produce more work, will take place at some other time, so it is important that the marking follows the principles set out in this policy and is returned to the child as soon as possible. Children will then respond (in green pen) to the marking during polishing time.

How Do We Mark

- We aim to promote self-esteem by marking as sensitively as possible.
- We will mark children's work using a **BLUE** pen.
- We try not to over-mark work but ALL work will be acknowledged through the marking.
- After the Foundation Stage marking should be done in a different medium or colour to the child so that mistakes or comments can

be identified more easily. Our aim is to be consistent throughout school.

- Marking will vary according to type and purpose; children will be made aware of the lesson objective and associated marking criteria.
- It is expected in KS2 that a WISH/TARGET/NEXT STEP in the form of a question, will be given as written feedback, and that these link to the Learning Objective/Success Criteria.
- It is expected that a next step in learning posed as a question is given to the children, either through written comments or oral feedback (in younger classes). These next steps will allow children to reflect on their learning.
- Children will be encouraged to reflect on the next steps feedback, and will do so using a green 'polishing pen.'
- Differentiated success criteria ladders will allow children to self-assess and teachers to assess.
- Staff should be aware that cognitive and organisational feedback is of the greatest value in terms of progression and should limit the amount of presentational and miscellaneous feedback to a reasonable and constructive amount. It is seen as counter-productive to mark every single spelling mistake if the result would be de-motivating to the child. We will concentrate on those key words relevant to that lesson objective, to the child's individual needs and to the key words from the RWI spelling scheme.
- Where appropriate teachers identify at least three spelling mistakes in English books and the children will practice these spellings three times in their books.
- Teachers are free to use a variety of stars, stickers, certificates and points and the Head teacher is always pleased to see children to encourage or reward as necessary.
- Children will be encouraged to self-assess and peer assess some pieces of work. KS2 will complete AFL using a red pen.

- Teachers mark the Big Writing by:
Writing comments- stars
Setting targets (individual on going targets)
Identifying good use of V^CO^P using highlighter pens which are colour coded.
 Vocabulary - Green
 Connectives - Blue
 Openers- Pink
 Punctuation - Yellow
- We have agreed a series of codes and symbols, which have been taught to the children and are on display in every classroom.



Perfect Presentation

1. We always write the date and underline it.
(Use the short date in Maths e.g. 3.9.16)

2. We always use our best handwriting.
(Forming all our letters correctly and using joined up writing)


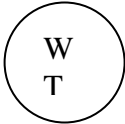
3. We always use a ruler for straight lines.



4. We sit correctly to write.
(Bottom, Back, Chair - spare hand on work!)

5. We cross out a mistake with one line using a ruler **or** rub it out neatly with a rubber.

SIGNS AND SYMBOLS USED IN OUR MARKING

✓	CORRECT
x (KS2)	INCORRECT
	YOU CAN.....LINKED TO LO NEXT STEPS- CAN YOU.....?
☺	A STAMP OR STICKER I LIKE THIS WORK-EXCELLENT
	LET'S TALK
	WE HAVE TALKED ABOUT IT
//	TO SHOW WHERE A NEW PARAGRAPH BEGINS
ST/S/HLTA	MARKED BY SUPPLY TEACHER/STUDENT/HLTA

GREEN POLISHING PENS TO BE USED BY CHILDREN
WHEN RESPONDING TO WRITTEN FEEDBACK AT LEAST TWICE
A WEEK

Review September 2016

Next review September 2017