

PARSLOES PRIMARY SCHOOL



Marking and Feedback Policy

Approved by Governing Body: November 2019

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MARKING AND FEEDBACK

RATIONALE

Throughout the school there should be continuity and consistency in the way teachers mark work. This will give children the confidence to commit their thoughts to paper in all areas of the curriculum. Marking will include positive feedback as well as next step targets to ensure children know how to improve their work. Their work should not be undervalued by over-marking or under-marking.

PURPOSE

Effective marking and feedback should give children encouragement to succeed and make children aware of what is needed to improve their work and move their learning on.

The regular marking of children's work adds to the teachers' knowledge and understanding of the individual needs and abilities within the class.

Marking and feedback contributes to teacher assessment and informs next steps in planning to ensure progress is made and standards are raised. It shows to all parties that work is being monitored and evaluated.

Teacher marking is only effective if it:

- Clearly states what has been achieved and what needs to happen next
- Children have the opportunity to read and respond to comments made
- Informs teacher planning

Marking may take the form of Teacher assessment, Peer Assessment (PA) or Self Assessment (SA).

Marking is most effective in the presence of the child

GUIDELINES

Teacher Marking

1. All marking must be carried out in red pen in years 1-6 (unless scribing). Good work (linked to LO, Targets, language, etc.) should be highlighted neatly using a green highlighter.
2. Parent helpers or any other voluntary support workers in the classrooms should not mark or make any written comments on children's work.
3. A high priority should be placed on discussing work with the child.
4. Children should be offered specific, personalised diagnostic comments as well as encouragement.

5. Marking should be focused on what will move the child's learning on, ensuring that basic skills are in place, for example punctuation and sentence structure.
6. Hard work should be rewarded and all children's effort appreciated regardless of ability.
7. Marking should be appropriate to the child's level of ability.
8. Teachers should ensure that pupils have an opportunity to read and respond to comments made by teachers. They should also be given time at the start of the following lesson to respond to and act upon the comments made.
9. Teachers should respond to pupil work using the marking guide for their year group.
10. Incorrect spellings should be identified to the child by being underlined and **sp** written next to it. The correct spelling should then be written in at the bottom of the work. During self assessment times the child should then copy this spelling 3 times.
11. Teachers should carefully select which pieces of work should be marked in depth for maximum impact. In TalkForWriting, this will always include cold tasks, short burst writing and innovated writing. In Maths, all work should be checked and challenge targets (C-Target) given where necessary.
12. For Topic and Reading lessons, teachers should judge which pieces of work should be marked to move the child's learning on.
13. Appropriate marking could be:
 - a) Full, in depth marking using the appropriate marking guide.
 - b) Quick scan marking acknowledging work and correcting spellings / obvious errors
 - c) Peer / Self Assessment carried out by pupils
14. Work taught and marked by anyone other than the regular class teacher should be initialed clearly to evidence this.
15. If 1:1 or small group support has been provided for a pupil throughout a lesson this should be noted on the work eg. 'adult assisted work'
16. The appropriate Maths Marking Guide should be used when marking mathematics work. Ticks should be used for the correct answers and incorrect answers should be marked with a dot to indicate to the pupils that they need to think again.
17. All pupil response should be checked by the teacher to address errors and ensure accurate editing.

Pupil Correction or Self Marking

1. **Rubbers should not be used.**
2. When a mistake is made a single horizontal line should be drawn through the mistake.
3. All editing / pupil response should be completed using a Green Polishing Pen.
4. Pupils should be encouraged, as appropriate, to self-correct their own work before handing it in.
5. Mini plenaries should be planned in order to provide time for Self Assessment (SA) / Peer Assessment (PA).
6. Children should record Peer Assessment / Self Assessment in their books by writing SA / PA in Green Pen.

Target Setting

Year 1	Target written by an adult / stamped at the top of the next page
Year 2	Autumn Term - Target written by an adult / stamped at the top of the next page Spring / Summer Term - Targets to be written on child's

	individual Target Card
Year 3/4	Target to be written on child's individual Target Card
Year 5	Target written by each child at the top of their next page
Year 6	Targets set with reference to KS2 Framework

ADDITIONAL FOR KEY STAGE ONE

1. Where comments are not for the child they should indicate the context of the writing e.g. this was completed unaided or with support.
2. All work should be dated.
3. Where possible work should be marked with the child and comments given and then recorded.

MARKING IN THE EARLY YEARS.

1. All teachers directed work is marked with the child at the time of recording.
2. All pieces of work to be filed must be acknowledged by the adult's initials and dated.
3. Teachers scribe in well presented school script (using black narrow fibre felt pen) beneath child's own developmental writing and only correct punctuation when the pupil is at the appropriate stage of development.
4. All marking should be initialed and dated.