

PARSLOES PRIMARY SCHOOL



Marking and Feedback Policy

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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. All marking should follow the relevant year group Marking Guides
3. Parent helpers or any other voluntary support workers in the classrooms should not mark or make any written comments on children's work.
4. A high priority should be placed on discussing work with the child. Whilst the children are working independently, verbal feedback should be given.

5. Children should be offered specific, personalised diagnostic comments as well as encouragement.
6. 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.
7. Hard work should be rewarded and all children's effort appreciated regardless of ability.
8. Marking should be appropriate to the child's level of ability.
9. 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.
10. Teachers should respond to pupil work using the marking guide for their year group.
11. 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.
12. Teachers should carefully select which pieces of work should be marked in depth for maximum impact. In Talk for Writing, this should include cold and hot tasks, short burst writing and innovated writing. In Maths, all work should be checked and challenge targets (C Target) given where necessary.
13. For Wider Curriculum lessons, teachers should judge which pieces of work should be marked to move the child's learning on.
14. 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
15. Work taught and marked by anyone other than the regular class teacher should be initialed clearly to evidence this.
16. If 1:1 or small group support has been provided for a pupil throughout a lesson this should be noted on the work e.g. 'adult assisted work'
17. 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.
18. 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. Rubbers should only be available to the children during Art lessons.**
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 or to check their work with a partner.
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 Polishing Pen. Children should have clear guidance to support their peer and self-assessment.

Target Setting

Writing targets should be linked to fundamental writing skills such as sentence structure, coherence, punctuation and editing.

For children with SEND, targets should link to the child's passport / EHCP.

Targets should be changed as soon as they have been met.

Years 1-6	Target to be written on child's individual Target Card
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End of Key Stage Framework to be stuck in the back of English Writing books for Year 6.

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 dated.
3. Teachers scribe in well-presented school script (using black 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.

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. Where possible, work should be marked with the child and comments given and then recorded.

MARKING - INCLUSION BASE

1. Mark at the children's stage.
2. Use marking guides as appropriate
3. Teachers scribe in well-presented school script (using black pen)
4. All marking should be initialed.
5. Independence charts completed as necessary

MARKING - SPECIALIST BASE (ARP)

1. Mark at the children's stage
2. Teachers scribe in well-presented school script (using black pen)
3. All marking should be initialed
4. Independence charts completed