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SLIMBRIDGE PRIMARY SCHOOL

MARKING & FEEDBACK POLICY

INTRODUCTION

Marking & Feedback is a major factor in promoting learning. It informs children of the next steps of learning and serves as a tool for assessing individual and school performance. Marking will also provide focused feedback on the learning objective/success criteria for that lesson whenever appropriate.

The school policy will provide standardisation and a consistent practice will be progressive throughout the school.

The implementation of the policy is the responsibility of all the staff.

FEEDBACK

Effective feedback has a proven positive effect on children's progress. Feedback wherever possible is verbal, immediate and reflects the children's progress and next steps in learning.

Comments should be targeted and explicit, to show understanding and progress made in that lesson and reflects discussion undertaken to move learning on or address misconceptions.

Where children have not assimilated the learning, teacher comments will indicate when 'catch up' work is needed (later that day or in the following lesson)

Feedback can be used to determine children's understanding by setting an open question, challenging children to edit a piece of work, or to 'Prove it' through a question, word problem or reasoning task that tests their understanding.

Additional adults in the class are asked to make notes on verbal feedback given, to demonstrate progress made by the children they are working with (and mark children's work).

For final drafts of written work, teachers will only use blue/green highlights to identify what has been achieved, as this is a celebration of the children's learning. Any misconceptions will be identified and addressed at the earliest opportunity.

Year group 'non negotiables' must be checked in all work. Changes will be made, appropriate to each individual.

MARKING

Marking should be positive and reflect the Success Criteria.

All work should be acknowledged.

Marking can be done by the teacher, TA, peers or individuals. The aim is:

 • To enhance the child's self-esteem

• To aid teacher assessment

• To encourage independent learning through self-checking

• To be more critical in their approach to their work

• Using checklists to help children know how they can improve their work

PRACTICES AND PROCEDURES

Verbal
This means discussion of work and direct contact with the child. It is particularly appropriate with younger, less able or less confident children. Such an exchange may be accompanied by a written mark or e.g a **V** to represent verbal feedback which will serve as a record that the child has received feedback. In some cases it may be helpful to add anecdotal notes to explain the context in which the work was done.

Written
Comments should serve as a permanent record for the child, teacher and parent and outside agencies when required. Written comments means notes or the use of symbols.

Notes and comments - these should be positive, neat and where appropriate, inform of next steps needed to make improvements. They should be constructive.

Adults will mark in green/blue pens for commenting on written work. They will also use highlighters to indicate different areas of the work, see below.

Year 1 & 2   Green/blue highlighter, either achieving a target or demonstrating improvements made compared to previous work.
Pink underlining used for areas to edit and improve

KS 2   Green/blue highlighter for quality work
Pink highlighter for area to improve

Symbols and scores - These take the form of ticks, stars and smiley faces. For example to show that the child's target has been achieved. Where appropriate, a record of the scores achieved is kept by the teacher, e.g. weekly spelling/times tables tests. This can help to monitor the child's progress and overall performance.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups and within special assemblies. Children are often commended with certificates in the weekly Celebration assembly. Achievement is also recognised by sending the child to the head teacher (Head teacher's sticker) or other teachers for praise.

Corrections

Not every mistake will be corrected. To correct everything is seen as counter productive to child motivation. The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. Corrections should link to the learning objective/success criteria. However, other non-related errors which a child consistently makes should also be corrected as appropriate. For re-draft and display purposes children's work may be copied out, spellings checked and amended to produce a 'final' copy, but there would normally be an earlier draft available. There should be examples of children's unaided work so that a true picture of performance is evident to teaching staff, children and parents. These pieces will still normally be marked with a comment. However, if the audience is not the child the comment may be wholly objective rather than purely 'positive', e.g. marking/comments on a test paper.

Children's self-correction is encouraged. However, if correction is aided then this should be apparent and children should not rub out teacher correction. Teachers will dot (in pink) some spelling errors and children will use purple polishing pens to self correct. Teachers will encourage children to use their dictionaries.

The marking of written work will vary with the development of the child. At an early stage most marking will be verbal, e.g**. this will be the only method used in Reception, alongside a green smiley face to identify goals achieved**. As children develop they are encouraged to become more independent and use check lists/wordbooks. Marking will then take the form of correcting and commenting on finished pieces. Independent writers will draft and self-check their work for the teacher to mark.

Giving children the time to make improvements

Marking is only productive and children can only learn from it when they are given time to respond to the teacher's comments and make further necessary improvements to their work. Time is given in the lesson for children to review and edit their work in light of the comments made, either with the teacher or as part of a group.

Marking done by the pupil

Verbal
This means contact with an adult or another child. Through discussion and exchange or comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud, either to themselves or to talk partners in order to make improvements.

Written
This varies with the development of the ability of the child. Young and less able children would not always be expected to re-write their work.

Independent writers will draft and self-check their work for the teacher to mark. The use of checklists are used to support the child in identifying areas where improvements can be made. Any relevant mistakes not identified by the child will be highlighted by the teacher so that further corrections/improvements may be made.

Assessment
Marking forms an integral part of the assessment of all subjects within the National Curriculum - see Assessment Policy.

Codes used for marking
These will vary depending on the age and ability of the children. Codes are introduced in KS1 and developed as children progress through the school.

V for verbal feedback – includes next steps
I for independent work
S for supported/helped work
Incorrect punctuation such as omission or incorrect use of capital letters is circled

In addition to these codes and as children progress as more independent and fluent writers through KS2 a greater range of codes are introduced. Those in common use are;

Dot in margin or underlined word indicating spelling needs checking. Correct spellings can be written at the bottom of the work.
 ^ Omitted word
// New paragraph

Punctuation omissions are highlighted as appropriate e.g use of " " for need to insert
speech marks or ? for a capital letter.