



ALL SAINTS' CEVCP SCHOOL

Marking and Feedback Policy

Inspire Challenge Succeed

To be reviewed every three years.

Adopted at Governing Body meeting on.....

Signed.....

Date

'Used constructively marking is a powerful tool for helping children to improve their writing and setting targets for improvement.'

National Literacy Strategy (1998) DfES

At All Saints' Primary we believe that marking should:

- Be a positive experience,
- Indicate where the child has achieved success in meeting the learning objective / intention that they have been working towards, (WALT)
- Highlight success and indicate where improvements can take place by identifying next steps and setting clear targets

Our Key Principles:

- Children should feel that they are able to learn from their mistakes,
- The Key Focus for marking should be the teacher's intended learning objective / intention, (WALT)
- Marking should prompt children to self correct,
- Guidance given through marking should be realistic / achievable for the child,
- Every piece of work deserves a response but this will not necessarily be in written form,
- Where ever possible 'feedback' will take place alongside the child. Where it is written children should be given the time to reflect upon the 'marking'.

The five questions teachers must ask themselves:

- Can the child read what I have written?
- Will the child be able to understand the language I have used?
- Does my comment relate to the learning objective / intention and challenge the child's thinking?
- Have I built in time for the child to respond to the marking comment?
- Does it lead to one focussed improvement in the child's work?

Who should mark?

- Class teachers are ultimately responsible for the marking of children's work.
- At times children will mark their own work or mark with their Marking Partner (see Appendix 2).
- The teacher should also initial the work with a T and add a written comment to show that he / she has assessed it.

- Teaching assistants will mark the ongoing work of a group they have been working with and initial with TA.
- Supply teachers should be given a copy of the agreed marking scheme with their instructions for the day, In the event of unmarked work by a supply teacher please mark the work with the supply teacher's initials and inform the Head Teacher. The supply will be reminded of this duty on his / her next visit.

Towards a whole school approach, marking methods must be agreed and should be:

- Consistent across Key Stages,
- Developmental across the age range,
- Consistently applied by all those working with children in school, including supply teachers and support staff.

Key features of self help which will be discussed when the child finds something difficult:

- Don't panic or worry,
- Difficulty = new learning,
- Read again, think it through,
- Ask a friend, see how they have got on so far,
- Use the classroom resources – number squares, key words, dictionaries etc,
- Ask an adult.
- Use the Success Criteria, Working Walls and classroom displays as prompts

The essence of quality marking and feedback at All Saints' Primary is to use a 'success and improvement' strategy.

The approach:

- Enable the children to mark their own work alone or in pairs,
- Teachers of children in the Foundation Stage and Year 1 use improvement suggestions to children orally, either the child shows their teacher the work or when they have the opportunity to interact with them during a lesson,
- Teachers in Years 3 – 4 carry out more thorough marking, teachers will decide whether work will simply be acknowledged or given detailed attention.
- Teachers in Year 2 carry out a mixture of Year 1 marking and Key Stage 2.
- VF indicates that verbal feedback has taken place along with a key word to identify the area of this feedback ie. punctuation
- A comment may be made to indicate the level of support that a child has received.

Showing success:

- In maths and English one piece of work will be marked in detail each week. Children will be given the opportunity to respond to this detailed marking.
- The 'Two Stars and a Wish' strategy will be used when marking English and topic work.
- Use the smiley face, comments relating to the learning objective or ticks.

Indicating improvement: (see Appendix 1 – Marking and feedback Key)

- Spelling error for two identified high frequency words is written and x 3 indicates that the child re – writes the word,
- Circle indicates an error (see Appendix 3 for key to marking)
- // - indicates paragraph needed,
- An improvement suggestion can be written or given orally to help the child know how to make the specific improvement. This focussed comment should help the child 'close the gap' between what they have achieved and what they could have achieved.

Making the improvement:

- Classroom time will be allocated first thing in the morning or the same afternoon or at the beginning of the next related lesson after detailed marking.
- Purple pens will be used by children to respond to detailed marking and feedback.
- In EYFS and Year 1 purple pen will be used by the teacher and teaching assistant to record verbal feedback from children.

Self-evaluation:

- In numeracy children will self assess and indicate how they feel they have been able to

understand the work by drawing different faces



Marking orally with young children:

- Teachers' oral feedback needs to be focussed mainly around the learning intention of the task
- Learning intentions need to be focussed to be useful feedback
- Teachers' need to say explicitly what the child could do to improve their work, or the child simply answers the teacher's questions.

Note:

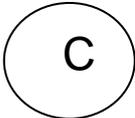
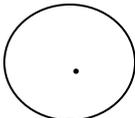
- Spelling, punctuation, grammar etc. should not be asked for in every piece of narrative writing because children cannot effectively focus on too many things in one space of time.
- When work is finished, ask children to check for things they know are wrong in their work and read it through. They should not be told to correct all spellings.
- Only give children feedback about those things you have asked them to focus on. This will mean that some aspects of writing are unmarked but over time will be.

Finally:

Marking and other forms of classroom feedback to pupils can actively boost self-esteem, motivate and actively promote learning, or it can demoralise and alienate. Therefore at All Saints' Primary we have decided not to use crosses, instead a dot will be used.

The ways in which children can be involved in and told what is expected of them, how well they are doing and what to do next and how their efforts are appraised, lie at the heart of effective assessment for learning and self-evaluation.

MARKING AND FEEDBACK KEY

VF	Verbal Feedback
PA	Peer Assessment
SA	Self Assessment
I	Independent Work
T	Feedback from teacher
TA	Feedback from teaching assistant
ST	Feedback from supply teacher
	Means the WALT has been achieved
Sp x3	Write the identified spelling 3 times
	To remind the children to use capital letters.
	To remind the children to use full stops.
SC	Self corrected following feedback.

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Marking Partners Code of Conduct



- We will **respect** our partner's work because they have done their best
- We will **tell** our partner the good things we see in their work linked to the Success Criteria
- We will **listen** to our partner's advice because they are trying to help us improve our work
- We will try to make our suggestions as **clear** as possible
- We will try to make our suggestions **positive**