

**St Ippolyts C.E. (VA) Primary School**



# **Marking & Feedback Policy**

**September 2015**

## INTRODUCTION

Marking and feedback to pupils is fundamental to successful and effective teaching and learning. It serves as a tool for assessing individual and school performance and for setting pupil targets.

This school policy provides standardisation and consistency of practices throughout the school which are age appropriate.

The implementation of the policy is the responsibility of all staff. Copies are available for all supply teachers and on the school website for parents.

### The nature of marking

- Marking should be positive and constructive with reference to the Learning Objective and/or the child's individual targets
- All work will be acknowledged
- Marking can be done by the teacher:
  - To indicate achievement
  - To show children how they can improve their work
  - To enhance the child's self-esteem
  - To aid teacher assessment
- Marking should set appropriate targets for improvement for children to work towards. Children should be encouraged to respond to the teacher's marking through their own comments.
- Marking should show a valuation of children's thinking and ways of working especially in Maths and Science.
- Marking can be done by the children
  - To encourage independent learning through self-checking
  - To be more critical in their approach to their work
  - To aid teacher assessment
  - To facilitate peer assessment
- Marking may take place jointly between the adult and child. This can be verbal or written. Where verbal feedback is given, this will be recorded on the work.
- Written marking will be done in pen
- Opportunities for children to respond to the marking will be built into sessions. Older children may write a reply or demonstrate that they understand the marking by being given time to redraft and edit.
- Marking across the school, in all subjects, will follow the pink / green system using coloured pens and highlighters:
  - **'Tickled Pink'**: To identify areas of strength in the child's work, linking back to the success criteria
  - **'Green for Growth'**: To identify areas where the child needs to revisit / edit / correct work and to provide 'next steps' for further progress.

# PRACTICES AND PROCEDURES

## General conduct of marking done by the teacher

### **Verbal feedback**

This means discussion of work and direct contact with the child. Such an exchange may be accompanied by a written mark or remark to serve as a permanent record for child, teacher and parent. In some cases it may be helpful to add a record of the time taken and context in which the work was done.

### **Written feedback**

This means notes or comments or the use of symbols and scores.

- Notes and comments – These should be positive, neat and sympathetic. Written feedback should relate to the learning objective, the success criteria or the child's individual targets. They will serve as a permanent record for the child, teacher, parent and in certain circumstances outside agencies such as the educational psychologist.
- Symbols and scores (\*see Appendix 1) – These take the form of ticks, stars and smiley faces. Teachers may also use stampers or stickers. Achievement is also recognised by sending the child to other teachers or the Headteacher. Children are often commended in work assembly. Where appropriate a record of the scores achieved is kept by the teacher, eg weekly spelling tests. This can help to monitor the child's progress and overall performance.
- Where work has been carried out with adult assistance, and indication of this will be made on the work.
- Generic comments such as 'good' 'well done' 'good work' etc will be avoided.

### **Corrections**

Not all work or every mistake will be corrected. To correct everything might be counter-productive to child motivation.

- Marking reflects the Learning Objectives of the lesson, Success Criteria and individual children's targets. These can be cross referenced back to teacher's planning.
- For redraft and display purposes children's work may be copied out, spell 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, child and parents. These pieces will still normally be marked with a comment.
- Children's self-correction is encouraged. However, if correction is aided then this should be apparent and children should not rub out teacher correction.
- The marking of written work will vary with the development of the child. At an early stage teachers may scribe for a child to copy – hence most marking will be verbal or based on the final product. Independent writers will draft and self-check their work for the teacher to mark.

## **Marking Maths**

Both the presentation and marking criteria should be applied across all year groups and to all children. See Appendix 2 for marking expectations.

- All work is to be dated, in the format dd/mm/yy. This will increase the children's understanding of everyday use of number, and another format for writing the date.
- All straight lines must be drawn in pencil with a ruler, including margins if necessary.
- All children should be encouraged to set their work out with one digit per square. This will help with accuracy when solving problems in the H T O format (Hundreds, Tens, Ones).
- Extra sheets or support material, where used, should be trimmed and glued into the exercise book or stored in a folder in order to keep records of the children's work.
- When working, if the child notices a mistake, the answer should be crossed out neatly and replaced.
- If the teacher asks for corrections, the calculation should be written out again. This will prevent the case where children rub out their mistakes and put in the right answer, making the marking appear incorrect.
- Children are expected to show their working out at an age appropriate level, and marking will reflect this.

## **Marking English**

- Where possible, written work can be marked with the pupil, providing constructive feedback.
- In Early Years emergent writing may be marked in the following way: child reads their writing to the teacher who then scribes it correctly. Correct letters are then underlined to annotate work.
- At later stages underline errors in spelling of common words which are within the child's capability. Child to correct/copy out.
- Teacher to correct important topic words and errors where the sense is lost or the meaning is changed.
- Symbols for marking will be used: see Appendix 1
- Children to be taught to check own work, to identify by underlining possible spelling errors and to circle punctuation errors.

## **Marking Homework**

- All homework will be marked
- Marking of homework will follow the pink / green format where appropriate

**Marking symbols**



Adult support given (eg worked with a Teaching Assistant or other adult)



New paragraph here



Add word/s here



Verbal feedback given (with brief summary)



Punctuation error



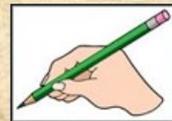
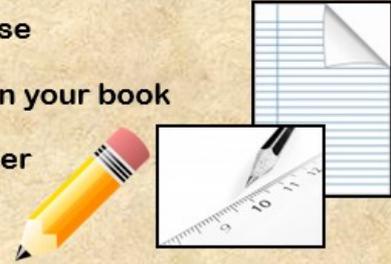
Spelling error



Finger space needed (KS1)

# 10 Tips for Excellent Presentation!

- ✓ Short date for Maths, long date for everything else
- ✓ Use both sides of a page, don't miss out pages in your book
- ✓ Underline the date and title with pencil and a ruler
- ✓ Rule off the page using pencil and a ruler
- ✓ Cross out mistakes neatly with one ruled line. Pen erasers, Tippex and rubbers should not be used for mistakes.
- ✓ Sharp pencil or **blue**, school handwriting pens only
- ✓ Use a pencil and ruler to draw labelled diagrams
- ✓ Use only coloured pencils for illustrations and diagrams
- ✓ Never draw or write on the covers of books
- ✓ Careful handwriting for all your work....including homework



**Be proud of your work!**