



## Marking and Feedback Policy

*April 2018 to be reviewed April 2019*

### Why do we mark?

*We mark for two reasons. The first to give children feedback about their work, to show them that their efforts are valued and to help them correct errors they are making. The second reason is that teachers need to know how children have performed in order to prepare future lessons.*

### What/ how do we mark?

*Staff are aware that verbal feedback during a lesson is an extremely useful way of giving feedback to children, as it is immediate and allows the child to respond straight away. Teachers & LSAs are continuously giving verbal feedback to children throughout a lesson & recognise that this cannot all be evidenced in the books. However, where verbal feedback has been specific to the learning objective, and has addressed a misconception that the child had, teachers/LSAs will write VF in their book.*

*Teachers will mark in green, LSAs in blue and children in purple.*

## Maths

In maths we use marking stations. A marking station will have the solutions to the work. They can either mark there or take the solutions back to their desk. Marking of work should not be left until the end of the lesson but should be used as part of the learning. If a child can see after 5 questions they have been successful then they can move on, conversely if they have made errors they can seek support or try something easier. Children need to mark their work in purple to distinguish it from their class work and any adults marking.

By eliminating the need for teachers to mark during the lesson they are freed up to deliver support and focussed teaching. At the end of each lesson teachers must look at the children's books to determine whether the teaching for the following day needs adjusting and to inform teacher assessment.

Children will initially require some training to mark their own work. There may be a temptation for some children to cheat and copy answers. Close scrutiny of children's work and their oral responses in comparison to written work may identify these children.

English - during the teaching of writing teachers will margin mark, identifying spelling errors, lack of or incorrect use of punctuation and any grammatical errors. There is an expectation that children correct their spelling errors and therefore teachers need to check that this is happening. Teachers will only correct up to 4 words as for some children to have them all identified will be demoralising.

*For hot and cold tasks children will be taught to edit their own work using a purple pen. By doing this they are effectively marking their own work. For the cold task there may be a comment by the teacher about something they need to focus on during the new unit of work.*

*After the hot task a positive comment relating to success towards using something that has been taught during the unit should be made. If a feed forward comment is made, it needs to be something that is achievable during the next unit of work. (i.e. not speech if writing a non chronological report).*

*The criterion scale for writing is used and should be secured at the front of the book. Teachers must annotate this whilst reading both the hot and cold tasks in order to update Pupil Asset.*

### *Foundation subjects*

*If an extended piece of writing is undertaken then this should be treated in the same way as a piece of independent writing in English, edited by the child first and then marked against the objective. For other pieces of work in foundation subjects the teacher should at the very least acknowledge the work and comment against the objective.*

*All work should be acknowledged by the teacher even if they haven't actually marked it. Work must be read/ looked at as teachers will need to know what has been achieved to update Pupil Asset.*

## Presentation of work.

Short date and WALT in maths, underlined with a ruler

Long date and WALT in English and Foundation Subjects,  
underlined with a ruler

Joined handwriting (age appropriate although the expectation is  
that by year 6 all writing will be)

Pencil in maths

Pen where appropriate in English

Pictures and diagrams in pencils - no felt pens in books

Marking of presentation can be as simple as  $+$  -  $=$  where:

$+$  means work is of better quality than the previous piece,

- means work is of a lesser quality and

$=$  means it is the same.

These symbols should be explained to the children and if a child  
repeatedly achieves a - then perhaps the teacher needs to consider  
getting the child to rewrite the work.

## Marking symbols

**P** - punctuation

**SP** - spelling - depending on the age and ability of the child identify 3-5 words which the child should be able to spell or words which are topic related - these words should be written 3-5 times correctly at the bottom of the work. - make sure you check these when you next mark the books.

**VF** -  - make sure the child has an opportunity to demonstrate shortly after this the concept you gave feedback on.

**||** new paragraph

**?** - does this make sense

## Children's views

We asked a cross section of children what they thought about feedback. Here a selection of quotes from their responses.

'We need feedback that is accurate and honest.' Year 4 boy

'We need to know what we have done wrong' year 3 girl

'The marking ladders for hot and cold tasks in maths help us to see what we have been successful with.' Year 5 boy.

'I prefer the teacher to tell me rather than writing it down' Year 5 boy

*'I like stickers and rewards when I have done well.'* Year 3 girl

*'The purple pens are good they stand out so I can see where I have edited or marked.'* Year 5 boy

*'We don't mind being told where we have gone wrong - it helps us to learn.'* Year 6 boy.

*The children we spoke to felt that they needed encouragement and liked the praise comments, both verbally and in writing. They could see the purpose of editing and liked the idea of marking their own work. Children knew that verbal feedback was an instant opportunity to change what they were doing to improve their learning. They were happy to have work acknowledged and felt their teachers knew them well.*