

St. John's C.E. Primary School



Policy: **Marking & Feedback Policy**

Reviewed: **January 2017**

Future Review: **January 2018**

Rationale

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across the key stages and marking will be used as a planning and assessment tool.

Principles of marking and feedback

The process of marking and offering feedback should be a positive one, with pride of place given to the recognition of the efforts made by the child.

The marking should always be in accordance with the lesson objective, the success criteria and the child's own personal learning targets.

Wherever possible, marking should involve the child directly. The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be appropriate to the age and ability of the child. They will focus on only one or two key areas for improvement at any one time. Teachers should aim to promote children's self-assessment by linking marking and feedback into the wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset (success criteria).

In Key stage 1 and 2 we follow the same principles, although there are a few differences which are highlighted below:

KEY STAGE 1.

- All marking to be completed in green pen and be neat and legible.
- Children's replies to marking should be in pencil.
- Questions to further consolidate and stretch the children's learning should be evident throughout their books.

Literacy

- In key pieces of work, strengths should be highlighted in green with areas for development in orange. An explanation on how or what to improve can be given. Appropriate time must be given for the children to work on their next step comments.
- At the end of the lesson, children will be required on occasions to self-assess, where appropriate, against the success criteria.

- In literacy lessons the success criteria will be stuck in at the beginning of the work and be continuously referred to throughout the lesson. They will be ticked or a dot in place to show whether they have achieved. Success criteria will be differentiated where appropriate.

Maths

- In maths, children will evaluate their progress with a face, green if they fully understand, orange if they are still not sure and red if they really didn't understand.

Foundation Subjects

- All foundation subjects to be marked on a regular basis and teacher comments and moving on questions made where necessary.

KEY STAGE 2

- All marking to be completed in green pen and be neat and legible.
- Children's replies to marking should be in red.
- Good work points given for excellent pieces of work.
- Questions to further consolidate and stretch the children's learning should be evident throughout their books

Literacy

- In key pieces of work, strengths should be highlighted in green with areas for development in orange. An explanation on how or what to improve can be given. Appropriate time must be given for the children to work on their next step comments.
- At the end of the lesson, children will be required to self-assess, where appropriate, against the success criteria.
- In literacy lessons the success criteria will be stuck in at the beginning of the work and be continuously referred to throughout the lesson. They will be ticked or a dot in place to show whether they have achieved. The assessing will be completed independently, by peers and also by members of staff. The success criteria should be differentiated where appropriate.

Maths

- In maths children to use traffic light system to evaluate their work. Green means they thoroughly understand, orange means they are getting there and red means they really don't understand.
- At the end of the lesson, children will be required to self-assess, where appropriate, against the learning objective.

Foundation Subjects

- All foundation subjects to be marked on a regular basis and teacher comments and moving on questions made where necessary

Responses:

- Pupil comments to be used to reflect their learning. The children will be encouraged to use these responses as starters.

Today I learnt.....

The part I found hard was.....

My next step would be.....

The key vocabulary I used was.....

To be successful next time I need to.....

If I was teaching this to someone else the key information would be

Peer Assessment

Children are encouraged to peer assess each other's work to the agreed success criteria. They will use purple polishing pens to assist in this process.

They will focus on making improvements linked to the success criteria.

Procedures

The marking criteria should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.

Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

In KS1 and KS2 all children should have at least one piece of written work, where possible, marked in detail every week which will include positive comments and next steps.

Verbal Feedback

- Verbal feedback indicates that you have worked with/talked with the child during or after the lesson
- When verbal feedback is given mark VF eg. VF-full stops.

Stampers

These will be used when a group has worked with a TA

- TA assisted
- Independent

Examples of Praise Comments

Lovely, fantastic, great example of.....

Well done for using.....

Abstract noun-great!

Super sentence

You figured it out well....

You kept going.....well done

I like the way.....

Effective use of.....

You worked carefully.....Great!

I think you've got it!

Examples of Next Steps

To use powerful adjectives *think of a synonym for nice*

To use adverbs effectively *Write an adverb at the start/end in the middle of the sentence*

To use a simile *Write a simile to describe this*

Structure *Use paragraphs to separate sentences*

Composition *Think of a way you can link the two sentences*

Punctuation *Where should the go?*

Explain how you did this.

Explain why you got it wrong

Prove it.

St. John's Marking Code

Key Stage 2

X or .	Incorrect answer
?	I don't understand - it doesn't make sense
p	Missing Punctuation
GW/S/I	Group work/supported/independent
//	New paragraph or new line
√	correct
sp	Spelling mistake
L/A	Learning objective achieved
L/NA	Learning objective not achieved
√√	Fabulous Work
PA	Peer assessment
√/Λ	Something missing
GWP	Good Work Point
TP	Team Point
VF	Verbal Feedback after marking

Please try to discourage the erasing of incorrect answers as this leaves no record of mistakes that have been made and a possible pattern to these mistakes could then be missed.

Spelling corrections are to be written, in red pen, 3x times by the pupil at the bottom of the page or in the margin.

St. John's Marking Code

Key Stage 1

L/A	Learning objective achieved
L/NA	Learning objective not achieved
?	Teacher doesn't understand what is meant/what the child is trying to say
√√	Fabulous Literacy Skills
sp	Spelling Mistake
I	Independent work
S	Supported work
PA	Peer assessment
PW	Partner Work
GW	Group Work
VF	Verbal feedback

Monitoring and Review

This is to be reviewed in February 2018