

Marking and feedback policy

East Ravensdale Primary School



Review- November 2016

Marking and Feedback Policy

Marking and feedback has three purposes:

To help pupils:

- 1: understand what they have done well
- 2: understand how to improve
- 3: make visible signs of improvement as a result of feedback.

To ensure pupils understand what they have done well they need to know both what they have done well and the reasons for it. Discussions with pupils about recently marked work should display a good understanding of both of these points.

To ensure all pupils understand how to improve, different types of prompts should be used. We use a mixture of challenge, reminder, process and example prompts, as appropriate to help pupils to understand (see below). This may be done through comments, questions, discussions or diagrams that help pupils to understand.

Without visible signs of progress emerging from marking or feedback, there are no signs of effectiveness. Teachers and Assistants should ensure time is given to act upon the guidance so that pupils may act upon it and make improvements.

Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback. Each time, the three purposes of marking should be developed.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement.

To maintain consistency across the school we have agreed some common principles which will apply in all classes (see below). Teachers may use different symbols in their marking so long as children understand the meaning of the symbol if questioned.

How often should work be marked?

Teachers will use their judgment to decide how often to in-depth mark learning. There should, however, be a minimum of once a week for English and Maths and every third

week for non-core subjects. If work is marked in depth the children must be given time to respond to the marking.

Other forms of marking may include peer marking, self-marking and verbal marking.

Evaluation

Frequent work scrutiny and discussions with pupils will be undertaken by the head teacher and subject leaders to ensure the three purposes of marking are of a consistently high quality throughout the school.

Agreed marking practice

- marking will be completed in red and green.

Successes: what they have done well

Next steps how to improve

These *may* be highlighted or underlined in child's work

- Key word marking will be used when VF is given
(red and green as above)
- LO/TBAT ticked or highlighted when met
- Codes to be used as follows:

? - doesn't make sense

Underlined for spelling - write word or 'SP' in margin and child practices

O around missing CL or in wrong place

/\ for missing word

✓✓ in green when achieved next step (after responding to marking)

- self-editing or peer assessment, to be completed in purple or any other different colour as chosen by the teacher

Examples of guidance

Challenge: Now can you tell me more about the atmosphere in the forest?

Reminder: What should you include in the setting of your story? Can you think about this and add more?

Steps: **First** go and check you have included a sentence about the setting. **Then** see if you can add a little more detail about what you can see.

Example: Put this sentence into your story here * to improve the description of the setting.

Framing guidance

Guidance prompts may come in many forms:

- questions
- instructions
- discussions
- diagrams
- coaching (where by pupils are helped to identify improvements that are required)

Guidance type				
Ability	More able	Challenge	Later	Teaching sequence
		Reminder		
		Steps (instructions)		
		Examples		
	Less able		Earlier	

Marking moderation

Year group _____

Subject/s _____ Date _____

Area of Quality Assurance	Grade	Comment
Marking:	1-5	
Up to date		
Differentiated – see policy		
Broadly positive/constructively critical		
Neat/discreet and respectful of the child's work		
Targeted at learning objectives		
Comments contain clear targets for improvement		
Targets acted upon		
Evidence of self/peer marking/assessment		
Is policy followed regarding:		
The correction of spelling errors (<i>i.e. selective, focussed on age appropriate key words/spelling rules etc</i>)		
The marking of calculations		
Colour coding Red, Green, purple		
Use of stampers/stickers for praise/encouragement?		
Presentation		
Is all work titled and dated?		
Clear demarcation between pieces of work?		
Book covers clean and clearly labelled?		
Style of book (squared, lined, plain etc) used appropriately for task/age/maturity?		
Standards		
Does work demonstrate clear progress?		
Is work age/ability appropriate?		
Is there evidence of sufficient quantity and coverage of core subjects?		
Is there evidence of sufficient breadth and depth of study?		
General Comments:		
Targets Agreed		Timescale/Deadline

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