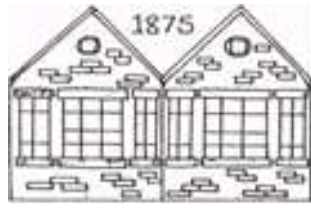


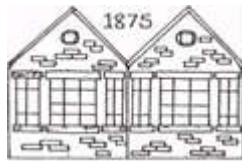
Tupton Primary School



'Accelerating Improvement for All'



Marking and Feedback Policy 2016



Tupton Primary and Nursery School

MARKING POLICY

The whole purpose of marking and providing feedback is to further the learning of every child. If what we share with children does not do this, marking and feedback are pointless.

Rationale

Staff at Tupton Primary School believe that marking should:

- Provide positive feedback and encouragement to children
- Encourage progression and development in children's learning in a positive way
- Motivate learners
- Clearly identify how children can improve their work
- Assist the teacher in assessing and planning for children's learning
- Develop children's ability to be reflective learners
- Support the principle that it is ok to make mistakes and that we learn from mistakes that we make
- Manageable for all staff
- Be accessible and inclusive
- Involve all adults in the classroom

This can be done through:

- Providing consistency in common marking strategies throughout the school and across the curriculum
- Ensuring the pupils are aware of the purpose and the focus of marking before undertaking the task
- Making sure that all marking relates to the lesson objective and success criteria
- Building a growing awareness of self-correcting strategies amongst children in order to achieve quality work
- Ensuring that children have specific time for children to read, reflect and respond to marking.

Aims of the Policy

- To provide an agreed strategy to marking, feedback and response to children's work
- To raise attainment and maximise progress for all pupils

- To ensure staff realise what effective marking and feedback looks like
- To ensure consistency in marking across the school
- To ensure children receive clear response and guidance about their learning.

Outcomes

- All children's work marked in line with the school policy
- Marking is positive, developmental and leads to children making further gains in their learning
- Children are clear about their successes
- Children know what to do to improve their work and respond to feedback (written and oral)
- Improved attainment.

Equal Opportunities

Children's work and efforts will be marked using a consistent set of principles and criteria regardless of their gender, background, race or class, but it will be specific to their individual needs. An individual's ability and understanding will determine the basis of evaluation and identify appropriate targets related to curriculum development needs.

Implementation

The frequency and quality of marking needs to be apparent in our approach to children's learning and work, as this has the potential to significantly affect children's performance.

- All work should be seen as soon as possible after completion.
- If possible, the child should be present. Work marked away from the child should be supported by constructive feedback.

Marking is most effective when linked to the planning process. Teachers should explain what is expected of the pupil, how it is to be achieved and why they are doing it. In effect this means:

- Planning effectively, setting and sharing clear learning objectives that pupils can understand
- Setting clear success criteria so that children know what they need to do to achieve
- Mark to the learning objective which is known as WALT.
- Expect the child to respond to the learning comments – time should be built in to the school day to allow children to reflect on comments and respond to them
- Include the child in the 'next steps' target setting – marking needs to be about partnership

How we mark

We mark to acknowledge success and to provide targets and developmental next steps for children's learning.

We mark using an agreed set of Marking Codes (please see attached codes).

Marking throughout the week of children's work will be acknowledged through shorter summative marking and deeper quality developmental marking.

Summative marking (explained below) is to allow the child to know their work is being monitored and to give motivation. These pieces of work can be acknowledged by ticks/ dots/ VF and smiley faces or short positive comments.

Developmental marking is marked against the Learning Objective and Success Criteria to inform the child of whether they have met the intentions of the lesson.

Deeper, quality marking (explained below) will be evidenced in children's books in writing through focused marking on an area of SPAG pertinent to the unit of work being covered which then brings about a positive impact on their extended pieces of work. Longer compositions or independent pieces of imaginative writing will be developmentally marked. Maths focused marking to the lesson objective will be timely throughout the week, in order to bring about the best feedback to make the most impact for the child; focused on a specific concept.

Summative Marking

When making 'right' or 'wrong' answers to work, we use ticks for correct answers and dots to show mistakes. We don't use crosses, and if there are many errors, we would ask to see a child to discuss their misconceptions, rather than mark every single one as incorrect as this could be quite damaging and negative for a child to see. If there is a particular mistake, we might draw a ring around it to draw that part of the work to the child's attention – this is particularly so in Mathematics where it may be an incorrect digit that is causing the error to occur.

Summative marking can also occur as **verbal feedback** or through discussion with the child. It is important that there is evidence that discussion has taken place, and as such, adults will write the code '**VF**' on any piece of work to which this applies.

Other codes that will be used by staff in marking are:

Developmental Marking

We mark developmentally, so that each child knows what they have achieved and succeeded with, and is given clear 'next steps' to move their learning on.

In KS1 and KS2 for the first draft pieces of work we:

- All Adults mark in purple pen.

- Pieces of extended writing should contain the success criteria grid which has a column for teacher assessment, child assessment and peer assessment (if applicable).
- Tick the success criteria to show clearly what they have achieved.
- Make an explicit comment on how to improve their piece of work in the next session which clearly link to the learning objective. **This could include either a correction, a consolidation by modelling a key strategy to reinforce their understanding or a challenge.**
- Children then edit work in green pen, responding to marking.
- Marking codes used to highlight key areas for development if applicable.
- In KS1 stamps are used to highlight if a child has worked independently, in a group or if it has been adult assisted.

In KS1 and KS2 for final edited work:

- All adults to mark in purple pen.
- Adult comment clearly link to the original comments made, making it clear how they have progressed and improved their work.
- Next steps are given which are a closing the gap statements which can be applied in the next writing session.
- Making codes are used to reinforce the non-negotiable aspects linked to that year group and outline key writing skills.

In KS1 and KS2 we insist that children respond to the developmental marking with their 'Polishing Pens' during response/reflection time. Children respond to this in their green pens so that their responses are clearly evident, and they can demonstrate how the marking and feedback has contributed to their next step in learning. In this way, we set the expectation that marking and feedback is very much an ongoing dialogue between the teacher and the pupil.

In EYFS:

- Pieces of guided writing contain a success criteria grid which has a column for teacher assessment and child assessment.
- All adults mark in purple pen.
- Written annotations of work and photographs when required at the bottom of the page or on the back when applicable.
- Questions can be included to extend thinking or reinforce learning.
- Children are encouraged to respond to the comments however this could be verbally.
- Marking codes used when it is developmentally appropriate.

- Next steps are clearly marked and discussed with the child.
- Verbal praise.
- Comments link to the success criteria and learning objective (WALT).

Self-Assessment and Peer Marking

Children should be taught how to self-assess their work and how to evaluate the work of others, and their ability to do so skilfully should develop as they progress across the school. Children in all year groups will have opportunities to reflect on their own work and to identify their own successes and will be shown how they can use this to identify what they need to do next. This might be done through Traffic Lighting/ Smile Faces for their work and commenting on their successes/problems or 'Two Stars and a Wish' and will increase in complexity across the school.

Non-Negotiable Marking System

Feedback and marking, has to be purposeful against the learning objective. However, there are many aspects of a child's work that teachers need to monitor to ensure standards are maintained throughout all subjects.

In order to alert children to the year group non-negotiables for presentation, punctuation, spelling and effort a system to monitor these has been implemented to ensure children continually meet the required expectations in their work.

Teachers will acknowledge this in their marking through the acronym PRIDE, by circling the areas in their work where they have not met the required non-negotiables.

The introduction of the acronym 'PRIDE' stamper in their books, draws the pupils attention to the non-negotiables they are failing to meet (acronym explanations displayed in classroom).

Presentation, Handwriting and Spelling

Expectations about presentation should be instilled in class continuously, and children should know that there is an expectation of high quality and of care. Comments about 'tidiness' and 'presentation' should just be restricted to commenting on **positive** aspects or providing **developmental targets** for presentation. This is because generally, presentation is not the objective of the lesson. Expectations should be reinforced at all times in classroom practice

No child's work should ever just be marked with a negative comment, particularly regarding the amount of work, quality or presentation/care. This should be said to the child verbally, and the work should then be repeated or amended appropriately. A suitable comment can then be made in the book showing how the second piece is an improvement, thus making the recorded comment positive. This is embedded in classroom culture and expectation and should be instilled consistently to the children.

Adult handwriting in children's books should model expectations of handwriting, care and presentation. Adult marking will be done in purple to contrast with the children's responses in green pen. Adult writing should role model high expectations, and so should sit on the line, follow the school's handwriting policy and be neat and legible.

Important spellings and common errors of high frequency words from the year group lists should be corrected three times, in order to rehearse the words over to instil correct spelling.

(Please also see the Handwriting and Presentation Policy)

This policy is due for review: Spring 2017