

CROMER ROAD PRIMARY SCHOOL

Marking and Feedback Policy (Including Appendices)

Date of Ratification by the Governing Body:

March 2015

Frequency of Review:

Every 3 years

Updated:

November 2015

MARKING AND FEEDBACK POLICY (INCLUDING APPENDICES)

Rationale: At Cromer Road, School we have a Marking Policy which is consistently applied and the use of which is monitored and evaluated. The marking policy helps to ensure marking is manageable and focused and provides advice to pupils on how to improve and move on in their learning.

Purposes:

- To involve the Teacher, Teaching Assistant and pupil reviewing and reflecting on pupils' performance and progress
- To provide feedback which leads pupils to identify what they should do next to improve
- To ensure that teachers use the assessment information gained to inform planning
- To involve pupils in self assessment
- To ensure that we recognise effort as well as quality and to give recognition and appropriate praise for achievement
- To respond to individual learning needs and to provide challenge for every pupil
- To ensure that work is assessed against learning objectives / success criteria and individual/group targets
- To allow specific time for children to read, reflect and respond to marking
- To be manageable for staff

Guidance for Focused Marking

- Feedback must be focused on the objective, given regularly and relevant to an individual's need.
- Ensure common standards of presentation for children's work – all work should be dated and the learning objective clearly stated
- Build time into lessons to allow pupils to respond to marking – individually and in group discussion, as appropriate
- Over correcting should be avoided (marking sometimes reinforces under-achievement)
- The purpose needs to be clear to pupils and parents; if action from pupils is expected teachers need to check it is done as soon as reasonably possible e.g. in the next lesson
- Quality dialogue should be evident in the marking and oral feedback should be given whenever possible
- Feedback should be positive, confirming that the pupils are on the right track. It should stimulate correction of errors or improvements in a piece of work
- Suggestions for improvement should act as scaffolding: i.e. pupils should be given as much help as they need to use their knowledge: they should not be given the complete solutions as soon as they are stuck so that they must think things through for themselves
- Effort should be celebrated as well as achievement

Marking in Practice:

KS1:

- Emergent writing should be given verbal feedback [if appropriate] and the children's words may be written underneath to model writing
- Staff should indicate verbal feedback has been given by writing a V for verbal, T or TA to indicate who gave the feedback and their initials underneath the work e.g. V T LB or V TA ER. Usually this should be qualified with a phrase or a sentence.
- S should be used to indicate support and I for independent work.

- In English the Presentation and marking guidelines should be stuck in the front of the book.
- Green pen should be used for marking work.
- Crosses will not be used to identify mistakes
- Learning Objectives should be displayed in the children's books daily for English and Maths after transition.
- Teachers and where appropriate Teaching Assistants should work with focused groups each day and ensure that they have a strong awareness of all pupils' progress across the week.
- ***In addition*** the Learning Objectives for that session should be highlighted using a traffic light system by the Teacher or Teaching Assistant. If the Teacher or Teaching Assistant feels the pupil has achieved the Learning Objective then the L.O. should be highlighted green, if it has been partially achieved it should be highlighted orange and if it hasn't been met at all it should be left unhighlighted.

Marking in Practice:

KS2:

- Green pen should be used for marking.
- Red pen should be used for the children's responses in English and pencil for responses in Mathematics.
- The marking and presentation guidelines should be stuck in the front of the book.
- Writing targets should be stuck in the back of the English book and reading targets in the guided reading book (from Year 2).
- Crosses will not be used to identify mistakes instead staff should put a small dot next to the mistake for the child to look at again. The child should then be given time to have a second attempt at completing the work/question correctly next to the original attempt – if they do so correctly a tick should be given
- Teachers and where appropriate Teaching Assistants should work with focused groups each day and ensure that they have a strong awareness of all pupils' progress across the week. When working with these focused groups staff must ensure at the end of the session they have shown that they have worked with these pupils and provided verbal feedback by writing either T for teacher (initials used if not the class teacher) or TA for Teaching Assistant, where initials will be used e.g. TA YG
- A V can be used to indicate that verbal feedback has been given to a pupil.
- ***In addition***, all pupils should receive at least one piece of 'Quality Marking' each week. Quality Marking can be in the form of a reminder, a scaffold or an example and ensure children make progress.
- Children should self assess most pieces of work for English and Maths using a traffic light system.
 - Green: secure with work
 - Orange: some understanding but need practice / they feel insecure
 - Red: they didn't understand at all and need teaching again.

When appropriate the child can write a comment to the teacher. This may be in regards to what they have learnt, how they have learnt it, what they still need help with or how they feel they have been successful.

- Teachers should reply to the pupil comments where appropriate with the aim of developing a positive and purposeful dialogue between teacher and pupil with the aim of moving the pupil's learning on

- When a lesson is practical or based upon whiteboard work i.e. where there is no evidence of the learning that has taken place, teachers should ensure the Learning Objective(s) and the date recorded in each pupils book (for both English and Maths). Photos may also be used to reflect practical work alongside the L.O.
- Time must be built in for children to read, reflect and respond to marking.

Monitoring and Evaluation:

Marking will be monitored and evaluated by the Senior Team termly and by Subject Leaders according to the whole school monitoring schedule to ensure that these guidelines are being used consistently throughout the school.

Appendices

KS1 Marking

All staff will use the following mark scheme:

- LO Learning Objective
- S Support
- I Independent
- ✓ Correct
- T Worked with Teacher
- TA (plus initials) Worked with Teaching Assistant
- V Verbal feedback given

The Learning Objective will be highlighted green ● if achieved, orange ● if partially achieved. If more work on this subject is needed, the Learning Objective will not be highlighted.

KS1 Marking

All staff will use the following mark scheme:

- LO Learning Objective
- S Support
- I Independent
- ✓ Correct
- T Worked with Teacher
- TA (plus initials) Worked with Teaching Assistant
- V Verbal feedback given

The Learning Objective will be highlighted green ● if achieved, orange ● if partially achieved. If more work on this subject is needed, the Learning Objective will not be highlighted.

KS2 Presentation and Marking in English:

The full date should be written here and underlined


L.O. To be written at the top of the page and underlined

Presentation:


- Children should be taught both ways of beginning a new paragraph and choose between either indenting or leaving a line
- Start every line against the margin except when starting a new paragraph (see above)
- Always use your best joined-up handwriting
- Cross out mistakes with a single line
- Take pride in your books and work (no doodling or graffiti)
- Use a ruler to underline

Marking:

All staff will use the following mark scheme:

- A Capital letter needed
- P Punctuation error
- / Start a new line
- // Paragraph break needed
- ~~~ Does not make sense
- Sp Spelling error
-  Target met
- ✓ Correct – Two ticks mean super work
- LT Let's Talk – your teacher needs to talk to you
- NS Next steps
- CH Challenge
- T Worked with Teacher
- TA (plus initials) Worked with Teaching Assistant
- V Verbal feedback given

Children's Self-Assessment:

Children to self assess using a traffic light system  and write a comment at the end of each piece of work to promote an ongoing dialogue with staff.