

QUEEN'S HILL PRIMARY SCHOOL

MARKING AND FEEDBACK POLICY

RATIONALE

We believe that marking should:

- Provide and construct feedback to pupils thus enabling them to improve
- Celebrate their progress and successes
- Suggest how to move their work forward
- Assess and record achievement
- Provide evidence of teaching and learning
- Encourage and teach children to self-mark wherever possible
- Encourage the children to be reflective.

This will have a significant impact on achieving consistent high standards of written work across the curriculum and throughout the school.

Teachers will ensure that:

- Each child receives acknowledgement of their work
- Make children aware of their learning targets
- Evidence gained from marking is used to plan for future learning needs of groups and individuals
- Marking is relevant to the task
- Marking is clear and consistent and happens at all stages of the learning
- All levels of ability receive equal levels of feedback as appropriate to their age
- They allow time for the children to read, reflect and respond to marking
- They use a variety of face to face marking and distance marking depending on the age and ability of the child
- Pupil Premium children's work is marked as a priority

GUIDELINES

Our approach is as follows:

Marking will

- Be positive and encouraging, acknowledging progress made, although poor standards of work should be clearly identified by teaching staff so that pupils are able to consider what is required to reach more appropriate standards.
- Reflect the key English objectives (including spelling and grammar) when a piece of work is looked at in depth (for example for assessment)
- Focus on VGAP approach in English in KS1 and 2.

- Indicate whether the expected outcomes of the lesson have been approached, attained or exceeded
- Be presented in such a way as to celebrate individual achievement and progress
- Adult marking is written in black pen in accordance with our school handwriting expectations (see English policy)
- In EYFS and Key Stage one, comments may be made in pink and green pen in accordance with our school handwriting expectations (see English policy)
- Be manageable – not every piece will be marked by an adult, it depends on the purpose of the piece of work.
- When it is appropriate, next steps or a comment to move learning forward will be made. This could be a question or a correction and it should be clear
- Learning objectives should always be visible; usually as the title
- Presentation: margins should be used. MRDUMTUMS should be followed
- Children to have green pen time where they respond to the feedback given and address comments made in marking.
- KS2 Children to be given time for peer and self-assessment

Marking may also:

- Include general comments (presentation, handwriting etc.)
- Use rewards (smiley faces, stickers, stars etc)
- Include suggestions for improvement and/or the next step in the pupils' learning
- Include verbatim recording of pupils' own comments
- Include teacher's notes indicating information which s/he feels is important to record (e.g. amount or type of support)

Teaching Assistants, supply teachers and job share teachers should initial their marking so the teacher and child know who marked it. When not initialled it is assumed the class teacher has marked the work.

EYFS

During the Early Years Foundation Stage children's achievements are recorded in their learning journey. Evidence may include observations, photographs or children's work and creations. We will aim to update the child's scrap book at least every two weeks.

Evidence is annotated by the child's key person (teacher or teaching assistant). The annotation should include the relevant area of learning and a link to the child's achievements within 'development matters'. Evidence may also include the child's exact comment using speech marks.

The codes used are as follows:

PSED: Personal, social and emotional development

CL: Communication and language
M: Mathematics
UTW: Understanding the world
PD: Physical development
EAD: Expressive Art and Design
L: Literacy

The key person may also indicate if the learning was child initiated or adult-led and whether the child was supported.

CI: Child initiated

AL: Adult led

I: Independent

S: Supported:

A key to the codes will be included in the front of the child's scrap book so parents, staff and other agencies understand what the codes mean.

EYFS Marking Guidance

√ Learning objective met

√√ Learning objective well achieved

I = Missing a finger space

_ = a letter missing or number missing or incorrectly formed

O full stop missing

Children's marking

We encourage to self assess their work by indicating how well they feel they have met the learning intention either by using a face symbol or traffic light approach. As children become more aware of the success criteria they will be given the opportunity to mark a peer's work and their own. Marking ladders are used in KS2 and for some KS1 children to break down the assessment task for the children.

Policy updated: November 2016

Policy agreed:

Policy to be reviewed: November 2018

Appendix 1
KS1 Marking key

Pink highlighter check your work/next steps

green highlighter I like this

✓✓ well achieved

✓ achieved

p/a partly achieved

n/a not achieved

FS or drawing of a finger= finger spaces

• = full stops

A= capital letters

TA= I have worked with a TA

T= I have worked with my teacher

VF= verbal feedback given by T or TA

S= I completed this with support

I= I completed this independently

Learning objective highlighted and ticked accordingly

✓✓ well achieved

✓ achieved

p/a partly achieved

w/s with support

VF verbal feedback

LS learning stop

pink highlighter check your work

green highlighter Meeting criteria

yellow highlighter Children's text marking

Grammar

^ something missing here

sp (written in margin) and incorrect spelling
identified with squiggly line

// New paragraph needed

Maths

- Correct = $\sqrt{\quad}$

Errors highlighted in pink

Appendix 3

Quality marking

Not all pieces of work can be quality marked. Teachers need to decide whether work will simply be acknowledged or given detailed attention.

Staff may use individual stamps to indicate marking has taken place and/or identify the adult working with the group to acknowledge children's work.

Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both successes against the learning objective and improvement needs against the learning objective. Feedback should help the child in 'closing the gap' between what they have achieved and what they could have achieved (e.g. 'What else could you say about the prince?', 'Say something about the prince's personality', 'Try one of these words: handsome, elegant, arrogant'). With English narrative writing, codes can save time and make the feedback more accessible to the child: highlight three things (maybe two or even one per child with youngest children) which have best fulfilled the learning objective and put an arrow where improvement against the learning objective could take place, including a 'closing the gap' comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form.

Useful 'closing the gap' comments are:

- A REMINDER prompt (e.g. 'What else could you say here?')
- A SCAFFOLD prompt (e.g. 'What was the dog's tail doing?', 'The dog was angry so he....', 'Describe the expression on the dog's face')
- An EXAMPLE prompt (e.g. 'Choose one of these or your own: He ran round in circles looking for the rabbit/ The dog couldn't believe his eyes').

Appendix 4

Layout of work

1. Books should be clearly named and labelled. No doodling is allowed.
2. Setting out of work
All work to be dated. In numeracy the short date should be used dd/mm/yy and the full date written on pieces of literacy work.

A clean page should be used for each new piece of work unless less than half a page has been used. Then, a straight line should be drawn under the previous piece before starting a fresh with MRDUMTUMS.

Margin
Rule off
Date
Underline
Miss a line
Title
Underline
Miss a line
Start!

If a book has a margin this is to be used for numbering answers etc.

Children in Y3 and above may use a handwriting pen for all work apart from maths

PLEASE REFER TO HANDWRITING POLICY