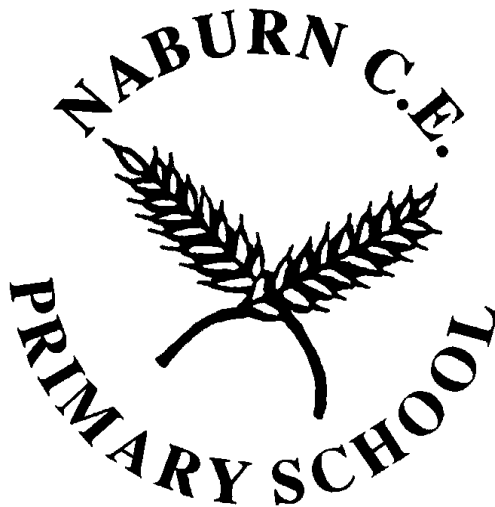


Naburn CE Primary School



Marking and Feedback Policy

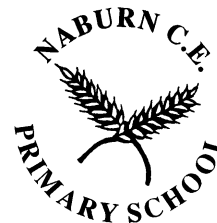
Date of Last Review: February 2017

Interim Review at TLC: May 2021

Date of Next Review: Full review delayed due to COVID 19 restrictions. To be reviewed fully in September 2021. Limited touching of children's books throughout Covid pandemic, so marking is currently mainly verbal, self, peer and 'light touch' to minimise potential virus spread.

Naburn CE Primary School

Marking and Feedback Policy



Rationale:

Marking is an integral part of the assessment process as it enables pupils to receive oral and written feedback from their teachers about their written or recorded work. Marking enables teachers to obtain an understanding of what their pupils are able to do and what the next steps they need to take are which should be used to inform planning.

Marking helps teachers to plan appropriately for their pupils' needs, helping teachers and children to focus on making progress and raising levels of attainment. Marking is one of the most immediate and useful forms of assessment for pupils as well as teachers.

In our school we aim to:

- Value children's efforts and concentration
- Value children's written and recorded work
- Value making errors or attempts as part of the learning process
- Help children focus on making progress, as individuals, as a cohort and as a school
- Have a consistent, easy to use marking procedure (with symbols and explanations)
- Use knowledge of what children have achieved to inform future plans

In order to achieve our aims we will follow whole school procedures and guidance:

Staff:

1. Criteria for marking

Teachers should use the learning objective and success criteria/success checklist (WALT/ WILF) of a lesson or individual pupil targets as the focused marking criteria for each piece of work. This should be shared with the children to help them think about, and focus on, what they are trying to achieve. The learning intention (WALT) should also form the title of each piece of work (E.g. *'Connectives'*/ *'Long Multiplication'*).

The success criteria (WILF) should be explicitly shared with the children. This will also inform marking.

Marking should also be used to highlight and praise effort, concentration and strategies used by the child.

2. The nature of verbal and written comments

Marking comments must be specific. Avoid lone comments such as 'Good' or 'Well done'. Comments need to address **what is good**. (E.g. *Good, you have used a range of connectives 'meanwhile; therefore'/ Well done! You have used your fingers and a number square to add in tens/ Great – you thought hard about which strategy to use here*).

Comments must be both positive and constructive. Always start with the positive (E.g. *You are developing a smooth style of handwriting*) before moving onto what could have been done better. The school marking code should be used to indicate children's next steps in learning. Positive marking should always be done using green highlighter pens and green comments (great greens!). This enables both the pupil, and the teacher at a later date, to quickly identify the successes in a piece of work.

Marking should include moving on comments, highlighting ways to help the pupils make progress (E.g. *You need to concentrate on using full stops at the end of a sentence*). Next steps and any errors should be highlighted and commented using pink pens (think pinks), Children and staff can then quickly identify areas to work on. At KS1 use of 'T' in written feedback will indicate targets for individual pupils. At KS2 targets derived from most recent assessments will be kept in the front of books.

Teachers should bear in mind that their written comments act as a model of how to write for their pupils. Written comments need to be neat, written in sentences and punctuated appropriately!

In mathematics dots will be used to show incorrect answers rather than X. Again these may be done in 'think pink'.

3. Giving Feedback

All finished written or recorded work must be marked.

Teachers must mark in detail the focus group they have been specifically working with. If a focus group's work is marked each day then all books will be seen over the course of a week. Provided that the learning objective is recorded somewhere in the piece of work, it is acceptable for teachers to use the school marking code to indicate whether the objective has been achieved (LO). At other times if work is marked by the teacher during the lesson and oral feedback is given, or marking is done together with a whole class or group (e.g. in Maths) this will be apparent by the use of blue pens or VF (Verbal Feedback) code.

It is not appropriate for teachers to mark or correct every mis-spelt word in every piece of work. Teachers will use their professional judgement to decide which words should be corrected according to the specific focus of the task and/or the learning needs of the individual child; the school marking code will be followed.

Key spelling errors will be addressed either through follow-up teaching to the group or class, through opportunities for individual practice or by inclusion in personal targets.

Vocabulary that has been specifically taught should also be corrected if spelt incorrectly (the first three words for example).

Compassion Trust Perseverance

Addendum added June 2020 and May 21

Children need to be given time to look back at comments and make corrections or amendments to their work. This time should be planned for (E.g. at the beginning of the morning or afternoon session as part of early work, at the start of the independent work or altogether at the end of the week- remember the children like to complete things!) When re-editing and improving their work children should use their 'brilliant blue' pens. This enables corrections and improvements to be immediately identifiable and evidences pupil reflection and progress. The use of blue pens will be introduced, when deemed appropriate, on an individual basis from KS1 onwards

Examples of work that exemplify good progress should be shared with the whole class and celebrated wherever possible.

Pupils:

4. Pupil Involvement

Self-assessment

Pupils will be encouraged to assess their own learning / achievement using fans, thumbs in EYFS and Year 1 and from Year 2 onwards the 'traffic light' system where a green colour indicates that they feel they have fully achieved/understood the objective, orange indicates partial achievement/ understanding and red indicates inability to achieve the objectives and a need for further support.

They must also be taught to refer to their individual targets to reinforce what they have to do to make progress.

As part of learning how to self evaluate, teachers need to encourage the children to read through their work and check for meaning, spelling and punctuation. During editing time children may chose to use their 'brilliant blue' to show where improvements/ corrections have been made.

Children must also be given time to respond to marking assessment in order to revise, reflect and correct or go further with an idea. This time is timetabled (see above).

Peer marking

Pupils will be given opportunities to evaluate their peers' work against the specified learning objectives / steps for success. This may include use of 'response partners' to give individual oral/written feedback or whole class / group evaluations using a traffic light or 'thumbs up' system. Pupils will be encouraged to do this sensitively and positively, identifying positive aspects of an individual's work as well as suggesting areas for improvement.

This should always be modelled for children first of all and it needs to be planned for. It is important that teachers discuss with the children the importance of assessing each other's work as part of supporting and improving both their own and each other's learning.

5. Marking in the Foundation Stage

In EYFS marking will involve a high proportion of verbal feed back and work will be stamped accordingly. Any written marking comments will act as an aide memoire for staff of the process the children went through to produce the piece of work as well as looking at the finished outcome. Observation labels, marked work samples and photos all contribute to the assessment picture in the Foundation stage. Staff in EYFS will use 'great greens, think pinks and brilliant blue' in line with the rest of school. Where appropriate pupil comments about what they have been learning should be scribed by a member of staff.

The main school marking code system will be used consistently throughout school.

This policy will be monitored by the Teaching and Learning Committee.