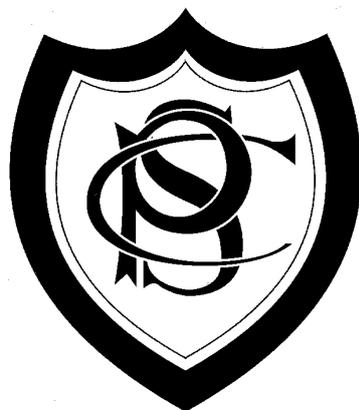


CAVERSHAM PRIMARY SCHOOL



Marking and Feedback Policy

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Date: October 2018

To be reviewed: October 2019



CAVERSHAM PRIMARY SCHOOL MARKING and FEEDBACK POLICY

PHILOSOPHY

As teachers at Caversham Primary School, we acknowledge that marking should be more than simple encouragement and should be used as a tool to improve standards and progress.

Marking is a two way process between children and staff, which celebrates success, acknowledges effort and provides further learning targets.

Marking should be a constructive experience, which gives a clear indication of how work might be improved.

By sharing marking criteria with pupils, they will develop greater responsibility and become better at evaluating and assessing their own work.

AIMS

The aim of a coherent marking policy is to:

1. Inform the pupils about their work
2. Help the pupils in the next stage of their learning
3. Monitor pupil progress

OBJECTIVES

There are certain criteria which must be adhered to, to ensure effective marking:

- Marking should take account of both individual achievement and attainment against the specified learning objective. Professional judgement should be used in deciding the method of marking for particular children or particular pieces of work
- The marking process should acknowledge the effort and enthusiasm given to a piece of work
- Work marked in the absence of the pupil should be accompanied by written or verbal feedback where appropriate
- The learning objective(s) for the piece of work should be clear to both the pupil and the teacher when marking occurs
- Clear criteria will enable the child to know the expectations for a piece of work
- Marking should be seen as a valuable method of motivating children to develop their potential

- Children should be taught to value their work as a result of teachers' responses, and from response partners where appropriate
- Children should feel secure in the knowledge that their comments and concerns will receive attention
- Good quality marking will enable teachers to monitor progress and set further learning targets
- Parents need to be made aware of the principles behind the marking process, so that they can support their children

STRATEGIES FOR MARKING

According to objectives, subject or purpose, different types of marking may be used. Typical types of marking will include:

- Verbal feedback - discussion, questioning and plenary activities with groups and individuals
- Written marking - in order to help children improve, written feedback should be:
 - ◆ Encouraging - to motivate and give confidence
 - ◆ Constructive - continue actual teaching to take children forward
 - ◆ Challenging - to extend children and show high expectations of what they might achieve
 - ◆ Organisational - to give comments on e.g. how to improve presentation, complete unfinished work etc.
 - ◆ Thought provoking - to provide 'think' comments to reflect the work back to the children, leaving them to think further about their work
- Assessed pieces - these are usually marked to a set of criteria on a mark sheet and recorded. In such cases, there may be no evidence of marking on the piece of work
- Response partner marking/ self assessment - when the responsibility for the marking lies with the children (See Assessment Policy)

Marking is done sensitively, showing value and regard to the child's work. In most cases, blue, black or green pen is used for written marking. Red pen can be used but not exclusively. All teachers, including supply and PPA teachers, (and TA's if appropriate and under supervision of the classteacher) initial children's work after marking.

Where a piece of work has been completed for display/presentation, there will be no direct evidence of 'marking'. Teachers will have assessed the piece of work and carried out marking at the first draft stage.

ENGLISH

Work completed in English is marked according to the objectives of the lesson, taking in to account personal targets and 'non- negotiables'. Learning objectives are made clear to the children at the beginning of the lesson. The learning objective should also be used as a title on the children's work in KS2. Children in KS1 will begin to work towards this (The LO will be pre- printed for them). English work is marked according to the principles of Assessment for Learning. Where a child has shown good evidence of achieving the learning objective(s) teachers highlight this in the children's work.

Where the pupil has met the learning objective or personal target, shown significant progress or outstanding achievement, work will be highlighted by the teacher using **YELLOW** highlighter pens (Yippee yellow!)

Where the pupil needs to make improvements or develop an idea, work may be highlighted in **GREEN** highlighter pen (Green for growth!)

Work is marked according to the agreed marking code. All classrooms have a visual marking display so that the children understand the codes used. The marking code is developed through the school. In KS1 children are introduced to the code and by Year 2 teachers are using the following system;

- **.** - missing full stop
- **c-** missing capital letter
- **sp-** incorrect spelling (only used for words that the children are expected to know)

The marking code is developed through KS2 to include;

- **p-** missing punctuation
- **//-** paragraph

Teachers usually use the code at the side of the page but take in to account the ability of individual children who may need more guidance.

In some pieces of work, teachers will also use 'moving on comments/ targets' at the end of children's work. These are related to the learning objective for the lesson and are intended to support and further challenge the children as well as reinforcing the learning objective. Moving on comments will be used with children of all abilities.

At the end of a piece of work teachers will use a **YELLOW mark/ line to indicate a positive comment** and a **GREEN mark/ line to indicate a moving on or next step comment** (Please see exemplar marking sheet)

In longer pieces of writing in particular, teachers may use the opposite page for marking in order to leave space for the children to respond.

For some pieces of work e.g. end of unit writing, children may be working to a broad learning objective and receive general targets for improvement.

We recognise that this style of marking may not always be appropriate and will adapt marking to suit the purpose. For work on spelling, grammar and punctuation for example it may be more appropriate for teachers to use a 'tick system' of marking.

Handwriting, presentation and spelling skills will be considered when marking, taking into account the original objectives for the piece of work. Comments may be made on these aspects if they form part of children's individual targets or there has been significant progress/ decline in standards. Common exception words for each year group will be corrected.

All children in the school have agreed English targets. Work will also be marked against these personal targets.

Targets for English are set using the COLD task at the beginning of each unit. Pupils will be given two targets- at least one of these will be non-genre specific

When the children have demonstrated success in these targets (assessed against the HOT task and work through the unit), the target setting process will begin again. Targets are written on the 'Toolkit target flap' at the front of the English book.

Wherever possible, work will be marked alongside the child, especially in KS1. Where this is not practicable, written or verbal feedback will be provided. Feedback in the Foundation Stage will be predominantly verbal. Written comments are used to inform teachers and assess children's writing/ progress.

Effort, achievement and attainment are also acknowledged in the marking.

We believe that it is important for children to be fully involved in the marking process. We expect them to respond to teacher's comments and make improvements to their work. Pupils respond to next step marking using PURPLE pens.

We also encourage the children to take an active role in marking by assessing both their own and other pupils work. (See Assessment Policy) Pupils self and peer assess using YELLOW pencil to highlight positive examples and GREEN pencil for improvements/ developments.

MATHS

Learning objectives are highlighted to show whether pupils have achieved them. Yellow highlighting shows that the learning objective has been met. Green highlighting shows that the learning objective has not yet been met.

A tick will indicate a correct answer.

Another symbol will indicate an incorrect answer; this will ensure that:

- the teacher and anyone else reading the work, will know that the child did not achieve something first time
- the teacher knows that it has then been corrected
- children can find the 'step' at which they went wrong.

It will sometimes be appropriate for the children to check and mark their own work supervised by the teacher.

Verbal feedback on misunderstandings of objectives may be given in the group work or plenary sessions, or with individuals as necessary.

Spelling of related mathematical vocabulary will be corrected.

Presentation and organisation of work will be considered when marking.

The marking will be focused primarily on the original learning objective. As such, it may not be appropriate to mark every individual calculation.

Where appropriate, teachers use 'moving on' comments to further challenge or reinforce learning. This could be in the form of an additional question, correction or explanation.

Teachers will use **YELLOW** and **GREEN** highlighters, in the same way as in English, when appropriate. The children will be expected to **respond to the marking using purple pen** (as in English), if appropriate.

Every child has a set of agreed maths targets. These are found on the Maths target flap at the start of their maths book and updated once a target has been achieved. Marking may take into consideration these targets. On successful completion of each target, the target setting process will start again.

Effort, achievement and attainment are also acknowledged in the marking.

SCIENCE

The principal aim will be to mark the demonstrated level of scientific skills.

Work will be marked with consideration to an appropriate format, according to the learning objective for the task.

Spelling of related scientific vocabulary will be corrected.

OTHER CURRICULUM SUBJECTS

Self evaluation and reflection will always be important. Children should be encouraged to critically analyse their work in all subject areas, including the expressive arts and PE. The use of response partners can facilitate this skill. Work in topic books will not be given written feedback.

Subject specific spellings may be corrected.

Professional judgement is used as to the most appropriate way of providing positive feedback, which celebrates achievement and also targets future learning outcomes.

THE ROLE OF CLASSROOM ASSISTANTS

TA's take an active role in supporting the children at Caversham Primary School. The TA liaises with the classroom teacher as to the appropriate learning objectives for the task. They can then provide quality verbal and, where appropriate, written feedback.

ASSESSMENT AND RECORD KEEPING

Marking is a very important form of record keeping. Marking enables the child to be part of the assessment process. This is dependent on the

clear setting of learning objectives at the beginning of every lesson and appropriate feedback to move the children forward in the learning process.

SEN AND EQUAL OPPORTUNITIES

For more able pupils, the marking process is used to challenge them to extend their thinking, to learn the skills of self correction and suggest opportunities to broaden their horizons.

For less able pupils, it is very important to recognise effort and enthusiasm. Future learning targets are broken down into smaller steps to ensure the child is meeting with success in the tasks provided for them.

Our policy is monitored and reviewed to ensure that all pupils have equality of access to good, appropriate quality marking regardless of gender, race or culture.

MONITORING AND EVALUATING

The standards of marking are regularly monitored and reviewed:

- Marking monitoring is undertaken by the Assessment Leader and SLT. Individual feedback is given to teachers and key issues are also discussed at SLT and staff meetings.
- Marking 'interviews' are held with a sample of children yearly to discuss the children's involvement in the marking process.
- Literacy and Maths work sampling happens in all classes in the school. This is undertaken by the Headteacher and the relevant subject leader. Marking issues developing as a result are discussed at a staff meeting, or written feedback/help/advice is given to the participating teachers.
- Classroom observation by appropriate subject leaders also takes into account marking (both verbal and written). Suggestions are made to improve the quality of the marking, to ensure equality of provision.
- Samples of work will be used for moderating purposes. This allows for the best examples of marking to be shared.
- All teaching staff receive regular INSET on marking.
- INSET is also provided for non- teaching staff to support them in their role

Caversham Primary School- Marking Toolkit!

What am I?	Who uses me?	What for?
	Teacher	Highlighting effective work/ places where LO or target has been met Positive feedback at end of work
	Pupil	Self/ peer assessment Underlining effective work/ places where LO or target has been met
	Teacher	Highlighting areas for improvement/ Next step comments at end of work
	Teacher	All written comments
	Pupil	Responding to next step comments and feedback