



Our vision for High Quality Feedback at Rush Green Primary School

To achieve excellent teaching and learning practice, we feel that it is essential for work to be marked in such a way that it contributes to progress and learning at Rush Green Primary School. Marking should clearly inform children of their next steps in learning. We believe that a consistent, clearly outlined and specific marking policy will motivate, standardise and reassure both students and members of staff. In line with our Teaching and Learning policy, work that has been marked effectively will contribute to developing children's understanding of their learning, enhance self- confidence and offer opportunities for peer and self- assessment. A valuable marking policy strives to make feedback manageable for the teaching team, both class teachers and support staff, and accessible for all pupils.

In order for marking to become a valuable assessment tool, it must strive to create an open dialogue between students and members of the teaching team. This means that feedback to pupils through marking must be completed regularly and within a specified amount of time. In so doing, pupils will be allowed the opportunity to make progress, boost their self- esteem and become more independent in their learning. In addition, marking should be a way for pupils to evaluate their own learning through self- assessment and the learning of others, through peer assessments. This will contribute to pupils setting their own learning goals and enjoying success through their individual progress.

As a result of this policy, there will be a greater consistency in the way that pupils' work is assessed across the key stages. This is fundamental to our success at Rush Green Primary School.

Purpose

The purposes of marking for assessment are:

- To offer pupils their next steps in learning
- To encourage a dialogue between children and adults
- To celebrate progress and achievement
- To uphold high standards of learning and expectations for presentation
- To inform future planning
- To support and assist in identifying individual, pupil successes and areas for improvement
- To encourage pupils to continuously endeavor to make progress



What makes Good Marking Practice?

At Rush Green Primary School, we believe that good marking practice should:

- Be based upon a consistent and clear system that is carried out throughout the school.
- Be completed on a regular basis (every day for mathematics and English)
- Be positive to develop pupils' self-esteem
- Have clear, legible and accessible comments
- Be linked to learning objectives and success criteria that are clearly understood by both staff and pupils at the start of each lesson
- Foster a relationship of communication between adult and child, where pupils are provided with time to respond to feedback, and to improve their work
- Be completed by all members of the teaching team, including teaching and support staff, who have contributed to a particular area of learning
- Notify pupils of their strengths and areas requiring improvement, offering suggestions, challenges and strategies for pupils to improve their learning
- Ensure that misspellings and grammatical errors are corrected

Marking & Evaluation

Monitoring

Marking will be monitored through:

- Year Group Meetings
- Half termly scrutiny by subject leaders and or SLT
- During lesson observations
- During learning walks by all staff

These are some examples. Other forms of monitoring may take place.

Criteria

Criteria against which marking will be evaluated is outlined in the monitoring form attached to the end of this policy



Feedback

- Recorded on Lesson Observation forms
- Personal feedback and targets given to teachers
- Whole school/year group/class/group/individual overview and work scrutiny given to teachers
- Provided as part of lesson observation feedback
- Commented upon to Governors as part of Subject Leaders Reports

Frequency of Marking

- Daily marking is required for mathematics and English
- Other work should be marked as soon as possible after its completion but always so that pupils have marked work for the next lesson

Expectations for Non- Detailed Marking

Daily marking is required on all student class work. Homework returned to the teacher by pupils will be marked using non- detail.

- In Numeracy, a ✓ will be used to indicate a correct answer, where a ● will be used to identify an incorrect answer. Where appropriate, next steps to develop further learning should be suggested. However, sometimes it may be appropriate for a short comment with an effort grade to be written.
- Pupils are expected to reflect upon this marking during their daily independent reflection time/morning work and correct any mistakes made.
- Teaching Assistants who have worked closely with a group of children are required, each session, to complete non- detailed marking and indicate how much support was given

Expectations for Quality Marking

A minimum of two pieces of quality marking should be completed for mathematics and for English every week.



- Students may be allocated 5-10 minutes at the start of the next lesson to respond to quality marking, to make improvements, and to communicate with the adult who has completed their marking.
- Each piece of quality marking must include a positive comment to reflect a child's success in their work, as well as a next step (a challenge) to indicate how the pupil can continue to make progress.
- If the child has made errors it would be appropriate to include a scaffolded prompt to give the child another opportunity to demonstrate they have understood the learning objective. Examples of scaffolded prompts are given in Appendix 2.

Marking Code

A copy of our marking code will be pasted into the front cover of each child's work book. A copy of the marking codes for English and mathematics are at the back of this policy.

Responding to Marking

- There will be daily slots for pupils to respond to marking. This may be an early morning activity when the children first come in, a designated session and/or at the start of the lesson.
- The pupil response should also be marked.
- The teacher comment to be responded to should be in red.
- Teaching Assistants comments in green.
- Books should evidence that children are responding to 'next learning steps' comments from their class teacher.

MARKING IN RECEPTION

Reception children should participate in at least one guided writing session per week. This may take the form of a piece of work in their Literacy book or another teacher directed activity, for example, an information booklet or an invitation. Marking is instant and in the form of verbal feedback with a two way dialogue system using 'tickled pink' and 'grumbly green'. Teacher marking is to be done in red pen and in green pen by the TA.



Spelling errors

Underline, then write the correct spelling for any simple CVC words. Underline the tricky part of high frequency words for the child to correct.

Re-writing a child's sentence

If a sentence is completely illegible then scribe what the child says underneath in red pen.

Codes

GW – Guided Writing

TA – Teaching Assistant

S – Supply

I – Totally Independent

Monitoring and Review

We are aware of the need to review the school Marking Policy regularly so that we can take account of new initiatives or changes in the curriculum.

Reviewed October 2013

Reviewed September 2014

Reviewed January 2016

Next review September 2016



Marking Monitoring & Evaluation

Teacher:	Year:	Date:
Class:	Subject:	Monitored By:

	Key Questions	Evidence Seen	Comments
1	Are targets clear in books		
2	Are learning objectives/Challenge questions evident??		
3	Is the work dated?		
4	Can next steps for learning be seen?		
5	Is the work marked regularly?		
6	Are there scaffolded examples to help children move forward?		
7	Do comments in marking relate to the learning objective?		
8	Have the agreed symbols been used for marking?		
10	Are pupils responding to comments?		
12	What evidence is there that marking has had an impact? <ul style="list-style-type: none"> • Pupil completes additional questions • Corrections made • Child response to prompt • Teacher comment to note progress • Grammar and spellings? 		
13	Does the work seen in the book show a range of learning		



	Key Questions	Evidence Seen	Comments
	opportunities? <i>Maths: data, shape, calculations and problems</i>		
14	When comparing books from different ability pupils, is there evidence of appropriate differentiation?		
15	Is there sufficient evidence of challenge?		
16	Have children created a glossary at the back of the book for technical vocabulary?		
17	Is there evidence of too many worksheets?		
18	Is the book neatly presented: clean cover, no scribbling, neat crossing out		
19	Is there unfinished work? If yes, are pupils made to complete task at a later date/time?		
24	What is the quality of the handwriting/number formation?		
25	When used, are sheets trimmed and stuck in neatly?		

Appendix 1

Examples of scaffolded prompts, teacher feedback, next steps target setting and challenge in pupils' books.



$3 \times 9 = 27$ ✓
 $27 + 3 = 30$ ✓
 $4 \times 11 = 44$ ✓

(11) I sound it easy today the work when will move on with a different work! ✓

You had the opportunity to mark the Using and Applying questions.

Try this: There are 27 children. A table seats four. How many tables are needed to seat all the children? = 6.75

types of angles and look p.c.t

what have we learnt?

What is an obtuse angle?
bigger than a right angle

7th

Good use of (2) and (1)

Correct these spellings before you continue your monologue.

stoped → Stopped ✓
 ploped → plopped ✓
 grabed → grabbed ✓

How have these words changed?

Add one more letter that's the same. ✓ Good girl

~~Imagine~~ going to the circus.

I hear the sea splashing so I think the story is set at the beach.

What atmosphere is created in your story? Tell me what happens next

I feel mysterious because ^{there is} frightening music. I think that a giant is ~~near~~ the noise on the stairs.

a noise - what would you hear use your senses
 you see a shark heading towards you.
~~that's scary about you but~~ I would be scared when you see a robot abgopping your way bubbles machines wind blowing and bells ringing and dingling in your ears.

I like the way you are addressing the reader directly. Now tell me about what happens in the story.

I think that they are having a celebration for the new par and that's why people are

Label the shapes 1, 2, 3 and 4. List the new coordinates in your book.

A	B	C	D
(-10, 4)	(4, 4)	(-10, -6)	(4, -6)
(-4, 4)	(10, 4)	(-4, -6)	(10, -6)
(-10, 10)	(10, 10)	(-10, 12)	(10, 12)

well done for correct ✓

I know how to reflect a shape and write the coordinates ✓

Excellent. Can you correct the C and D coordinates?



Lo: To Write The Next Part of a S
in the style of E.B White. ✓✓

It was an **unusual** morning,
Fern was dressing Wilbur when her
brother called "Fern, come hear" Fern
quickly ran "What's the matter, are
OK?" "Mum wants you". Suddenly
owner went over to Wilbur's pigpen and
Dr. Mr. Zerkens saw that Wilbur was
gone. Fern **screamed** to cry and
one was upset. The judge didn't
qualified Fern and she was **descalified**.
Wilbur screamed as loud as he
could and everyone heard. The

A good try Caitlin, You have
" " and some red ©. Remember
your temporal © too.
① include ? and ! within the
" " as they are part of
the speech.
① fix the

I wrote 5×5 and
the answer is 25 ✓
and wrote $10 \times 5 = 50$
 $50 + 25 = 75$ and
the answer must be
75 ✓

Why did you choose multiplication?
As it will be quicker and
easier

20 sweets ✓
I $\times 8$ by two and added on 4 which
means the answer is 20. Why did you add
on 4? because half of 8 is 4

39 sweets
I $\times 12$ by 3 and added on 3 more
which gave me the answer 39

$3 \times 12 = 36$ ✓ $\frac{1}{2} = 6$
So that because 4 is 6 but it is 4
Why have you added on 3 more? so it is 3

$18 \div 4 = 4 \text{ r } 2$ ✓ 18
 $25 \div 6 = 4 \text{ r } 1$ ✓ 25

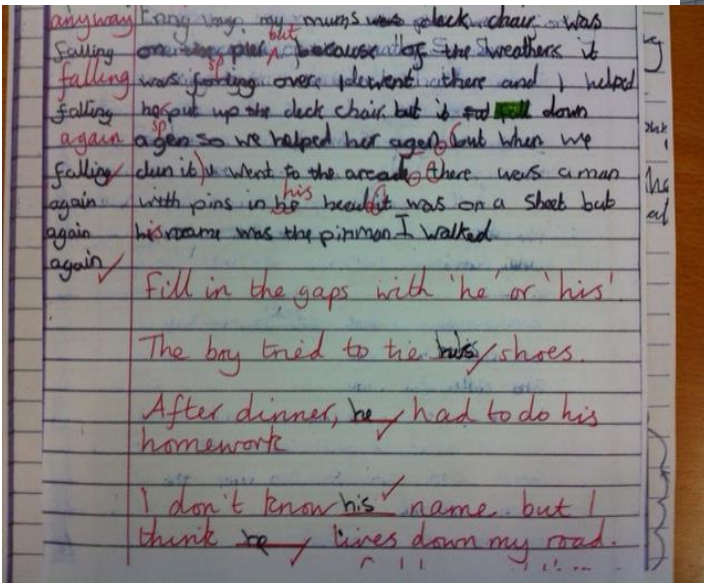
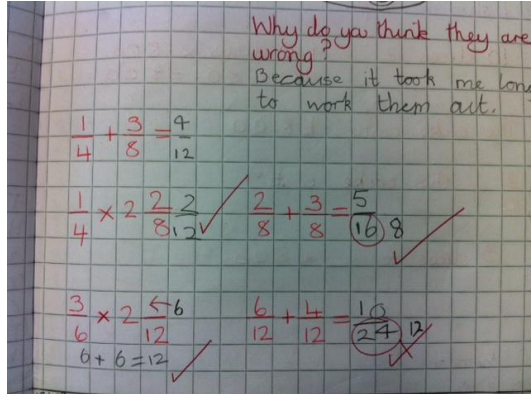
Show me how
you can check.

$4 \times 4 = 16$
 $16 + 2 = 18$

$25 - 6 = 19$
 $19 - 6 = 13$
 $13 - 6 = 7$
 $7 - 6 = 1$



Rush Green Primary




In mathematics:

All teachers mark work using a red pen.

- ✓ Correct answer
- • Incorrect answer
- C/T Class Teacher supported
- TA Assisted by support staff
- / Independent work
- P peer assessed (pupils to initial work)
- S self-assessed (pupils to initial work)
- PPA Taught by PPA cover
- ST Taught by supply teacher
- T Target (pupils should be given a question to respond to)
- VF Verbal Feedback

Responding to Marking

-  I can explain my ideas using a thought bubble.
- I can correct any work that has been highlighted in yellow.



Catch Up with Corrections in English



^ C	Look to see which punctuation mark has been missed or misused.
Sp	Use a dictionary to correct your spelling.
g	Your use of grammar is incorrect - correct your grammatical error.
NS	Next steps tell you a way to move forward with your learning.
GW	Guided Writing
TA	Teaching Assistant (Initial work)
WS	With Support
	TICKLED PINK - great work that meets the objectives or targets.
	GRUMBLY GREEN - check and change. Work to be improved.

Don't forget to answer any questions your teacher has asked.
Please initial comments to show you have read them.

Reviewed 2/16

Reviewed 9/16

Date of next review 2/18