



Milecastle Primary School

Marking and Feedback Policy

Reviewed October 2015



MILECASTLE PRIMARY SCHOOL MARKING AND FEEDBACK POLICY

RATIONALE

Marking and providing feedback on children's work is an integral part of the whole school assessment approach. Marking is part of the planning cycle and is used to encourage children to recognise their achievements, to aim to improve the quality and standard of their work and to encourage progress in their learning. Marking and feedback should be consistent and appropriate to the task, age and ability of the children.

AIMS

1. To ensure the regular assessment of children's work.
2. To identify next steps in learning.
3. To encourage children to reflect on their work.
4. To diagnose at an early stage any problems that a child may be having.
5. To highlight progress.
6. To celebrate success and to provide motivation for children.

GUIDELINES FOR QUALITY MARKING

ALL MARKING

Written or oral feedback (VF written in books) should always be linked to the learning objective and/or success criteria. It should be explicit and clearly identify where the child has been successful and what they need to do next to improve **that** piece of work. Clear indication should be given on the work so that the child knows exactly where and how to improve.

Self and peer assessment will be encouraged throughout the school.

Marking, particularly with younger children, may be done when the child is present. Stickers may be fixed to the child's work or given directly to the child. Stampers may also be used on work.

MARKING IN LITERACY AND MATHEMATICS

Written work is to be marked/assessed using a highlighter, highlighting positive features and linked to the learning objective. This method of marking may also be used in other curriculum areas.

Pink highlighting - 'Pink to make you think'. This will show where a child needs to reflect on their work, to make a correction (e.g. a spelling, a missed word, a grammatical error, an error in calculation), to consolidate or to undertake a further challenge.

Green highlighting - 'Got it!' This will show the child's achievement.

Where a piece of work is highlighted additional comments may also be written and the child given time to respond using a 'Rainbow Responder Pen'. Children may respond through a correction, a comment or signature.

In **maths**, accurate work should be ticked. Errors will be indicated with a **X** or **.** Highlighting should be used to isolate the error in a calculation where reflection/a correction is required. A child may be asked to rewrite the calculation or correct an error. The teacher may then mark the correction with a **C**.

If a child has achieved the learning objective it should be highlighted **green**.

If a large percentage of the work is incorrect an appropriate comment plus teacher input may be used instead of a series of negative marks.

Children in KS2 should be encouraged to self-assess each piece of work in mathematics using the traffic light system (green for understood and confident, amber for less sure and red where the child found this work difficult and may require more explanation or practice). Staff should take note of this when marking.

Children in EY/KS1 will begin to self-assess their work by using a **red** mark for a task they found tricky or a **green** mark to indicate a piece of work they felt more confident about. Towards the end of Y1 children may indicate why they found the task difficult/easy.

CODES USED IN MATHEMATICS MARKING

100

Hundred square used

PV

Use of any resource to help with place value

A

Apparatus used (any equipment - counters, Multilink etc)

N

Numicon used

—

Numberline used

GENERAL

With the exception of work which is intended for display, all pieces of work should be marked or acknowledged.

Throughout school marking will be done in **green** pen. Trainees will use black pen for marking. The following key will be used when marking individual pieces of work:

IW - independent work (optional)

TS - teacher supported work

AS - adult supported work

PW - paired work

GW - group work

VF - verbal feedback.

***T** - used to indicate that a particular target set for the child has been achieved.

This is particularly relevant where children are using card target pencils.

SPELLING ERRORS

A teacher may only correct spelling if thought appropriate for the individual child and his/her stage of development. Incorrectly spelled words will be indicated to the child and may be corrected by the child or the teacher.

There is an expectation that key words and given words will be correctly spelled. Where these spellings are incorrect the teacher will use 'Pink to make you Think' highlighting. Where the child has incorrectly spelled a trickier word the teacher will write the correct spelling in the margin and underline the mistake.

PRESENTATION

A child should follow teacher instructions for setting out work. This will vary according to the task.

Children should be encouraged to produce neat, clear and legible work. The school handwriting style should be followed.

All work should be dated. In literacy work the date will be written in words. In all other curriculum areas numerals should be used.

Work should be titled. In maths and literacy the learning objective will be used in the title. This can be an 'I can ..' statement reduced to its simplest terms. In other areas the learning objective will be used if appropriate.

For younger or less able children the title may be written by an adult, already printed on a worksheet or provided on a sticker.

Erasers are used at the discretion of the teacher.

A ruler will always be used for underlining the date and title.

CONCLUSION

Through a consistent and effective policy throughout the school, children's learning will be supported and enable high standards to be achieved.

POLICY IMPLEMENTED: JANUARY 2015

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