



Marston Montgomery Primary School

Responding to Pupil's Work Policy

Policy written – June 2016

To be reviewed – June 2018

MARSTON MONTGOMERY PRIMARY SCHOOL
Responding to Pupil's Work Policy

Rationale:

This policy forms part of a whole school policy for teaching and learning. It reflects the ethos of the school and has direct links with planning and assessment. At Marston Montgomery Primary School we believe that marking is only of value if comments are read and responded to and that the nature of the feedback will have a direct bearing on learning attitudes and future achievements.

Feedback improves the attainment of pupils when it:

- informs pupils of their strengths and areas for development
- gives pupils strategies for improvement

In order to develop a dialogue resulting in pupil progress feedback may be either oral or written.

For the policy to be an effective and coherent assessment tool it must be:

- consistently applied by all including supply and non-teaching staff
- meaningful
- manageable
- motivating
- inform future planning

Aims

At Marston Montgomery Primary School responding to pupils work will be a positive experience where they:

- can read what is written (younger / less able pupils may need support with this)
- can understand what is written/said (younger / less able pupils may need support with this)
- can identify positive aspects of their work (smile for style)
- are challenged by the comments and encouraged to think
- have the opportunity to reflect and respond to what is written
- understand the comments lead to improvements
- focuses on the learning objective and/or individual targets

Reasons for marking

- to recognise achievements, effort and to encourage and motivate children
- to use judgements to inform planning records and reports
- to develop pupils understanding about strengths and weaknesses in their work
- to indicate 'next steps' in learning
- to help pupils to develop an awareness of National Curriculum standards
- to identify pupils who need extra support/ more challenge and to identify the nature of that support
- to involve parents more directly in reviewing their child's work

Classroom Practice

Current educational research dictates immediate feedback is the most effective and therefore likely to be oral. When appropriate time needs to be built into lessons for children to reflect on the marking and respond to it.

Organisation

- To aid consistency across the school the marking symbols should be displayed in every classroom and area where pupils work so that pupils, parents and staff to see.
- Pupils should be made familiar with the symbols at the start of each academic year.
- Marking should be against the Learning Objective and Success Criteria or individual targets. Pupils should be aware 'This is what you are going to do and this is how I will be marking it.'
- Marking should be returned as soon as possible. The more immediate the feedback the better.
- The marking should consist of some positive feedback (smile for style) and suggestions for improvements in the form of prompts.
- With distance marking pupils should be encouraged to write their own comments in response to what the teacher has written and act on any prompts for improvement. In the infants this is carried out when appropriate.
- Spellings to be corrected are recorded in the pupil's word bank books or Vocabulary books.
- Support staff working with groups or individual pupils should follow the same procedures. Supported, guided and independent work should be indicated as such using the stamps provided.
- Supply staff should use the same guidelines for marking and should mark work unless specifically asked not to. Marked work should be indicated with initials
- Do not correct all secretarial errors (no more than 3 unless edited for display) but if of high frequency use the following codes

SP	spelling mistake
P	punctuation mistake
Λ	something missed (date, title)

Symbols / Stamps

You've achieved your learning objective	Pupil understands the task.
Well done! Your next step is:	Pupil understands the task and is ready for another target.
I need to give you more help so you will understand	Pupil needs some help.
Verbal feedback given	Oral feedback has been given
	Used throughout a piece of work to indicate very good parts (Smile for Style)
	Act for Impact – child needs to take action to improve
	Indicates pupil should make improvements, prompts should be given
Guided Work	Indicates where step by step support has been given
Teacher Assisted Work	Indicates when the teacher has worked with a group / individual to help them
TA Assisted Work	Indicates that some support has been given
Independent Work	Indicates that the pupil has worked independently
	Pupils self-assess work, older / more able pupils will also comment on their work.

Comments should be written in red ink by the class teacher and purple ink by all other adults, and the school handwriting style used.

Frequency

Each child's work should be quality marked at least once a week in literacy and numeracy. The remainder can be symbol marked as appropriate.

Quality marking in maths may be writing targets from a pupils CLIC challenge in their maths book.

Unaided writing assessments should be carried out six to eight times per year and assessed against the new curriculum. Staff to decide when is the most appropriate time to carry out the assessments depending on the stage of the unit being taught. Assessments should not be left until the end of the term.

Pupil Self Evaluation and Development of Peer Assessment

Pupils need to be trained in the skill of self-evaluation and peer assessment.

If pupils are trained to identify success against given learning objectives and success criteria they will develop a greater stake in their own learning.

The Learning Objective and Success Criteria is shared both orally and in written form.

In Key Stage 1 the Learning Objective is shared in writing with the children and the Success Criteria is discussed orally. In Key Stage 2 both the Learning Objective and Success Criteria are shared in writing with the children.

Where appropriate children can assess their own work by using the same smiley faces used by the teacher. With training pupils will move towards peer marking. Pupils should use green ink to mark their work.

Special Educational Needs

Marking should link to IEP's where appropriate.

Equal Opportunities

The response to pupil's work should be as objective as possible but allow for differing ability levels and the need for motivation. Teachers should monitor trends in performance linked to variables such as gender, EAL, ethnicity.

Parental Involvement

Judgements made will be discussed with parents at Parents Evening, via reports and sometimes through reading records and homework diaries. Parents will be made aware of the policy and the accepted symbols.

Monitoring and Review

This policy will be reviewed annually in September by all staff.

The policy will be reviewed in June 2018 in order to:

- Ensure successful application by all members of staff
- Establish the impact on pupil's attainment
- Incorporate self and peer assessment opportunities