

# **St Mary's C of E School**



## **Marking and Feedback Policy**

**Date agreed:**

**Signed:**

**Headteacher:**

**Signed:**

**Chair of governors:**

**Date for review:**

## **Rationale**

Marking is a powerful way of communicating and responding to children's work. It is a recorded learning conversation and can give inspiration, advice, set out the next steps for learning, contribute towards assessment and involve the pupil.

## **Purpose of the policy.**

The purpose of this policy is to set out expected practise in marking at each stage of the children's learning so that there is consistency of approach and clear guidance on expectations in this area. Applying this guidance will lead to high quality marking and strong learning conversations.

The policy links to our school aims to:

- Provide a secure environment, physically and emotionally, in which all children are offered equal opportunities and are taught to value their own skills and abilities and those of others
- Encourage pupils to use initiative and to persevere in the face of changing personal circumstances and varied learning outcomes.

The policy also contributes to the SDP strand of teaching and learning

## **Aims of policy**

The aims of this policy are

- To have clear agreed guidance on marking that all staff follow
- To ensure consistency in approach to marking
- To ensure marking moves learning on
- To use marking as a way to engage children in assessment
- To use marking to develop the learning conversation with each child

At St Mary's School marking responds to each child appropriately and can show detailed and useful information related to the teaching objectives.

This information is used to inform the emphasis given to the next steps of the teaching for the whole class, group or individual. This immediate link between assessment and learning will contribute to ensuring standards of learning are consistently high.

## **Objectives**

The objectives of St Mary's marking policy are:

- To acknowledge effort and attainment from pupils.
- To set the next step or challenge for the child.
- To use marking to evaluate understanding of the learning objectives.
- To involve the child in the learning dialogue.

**This is essential for children to progress.**

- To give children time to respond to marking either through improvement of work, self assessment or continuation of the learning conversation.
- To ensure consistency in practise across the school.
- To ensure child knows the guidelines and codes used in marking.

**Children need:**

- To engage in learning by responding to marking comments and following these up to further improve.
- An indication of how they have completed the task.
- To know what the good qualities about their work are.
- To know what they should do to make their work even better.
- An indications of any progress towards individual learning targets.
- Opportunities to develop their reflective skills by involvement in self-assessment and peer assessment to encourage responsibility for their work.

**Teachers therefore needs to:**

- Give specific time for children to respond to marking as part of Quality First teaching
- Establish whether the learning objective has been met – this may be a class, group or individual objective.
- Recognise and respond to the personal achievement of the child and the effort the child has put in (this may be done verbally).
- Take the learning forward by stating next steps or set a challenge the child.
- Use marking to contribute to on-going assessment and help inform assessment judgements.
- Include a positive comment as appropriate to effort.
- Refer to any relevant individual learning targets.
- Include extra advice to the child on how they can achieve their target.

**Dedicated response time**

Children **must** be given time at the beginning of the next lesson to respond to marking comment and address next steps and challenges. This will take the learning forward and ensure that marking has the greatest impact on future learning and progress.

**Responding to Next Steps:**

Where appropriate teachers must leave questions, comments or challenges that further the learning of the pupils Challenges offer a great opportunity for children to look deeper into their learning and explain their understanding thoroughly (if a child is unable to read the next step then an adult must discuss this with them and mark in the book that this has happened using the TD symbol and date of the feedback).

### **Revisiting Next Steps that have been responded to**

When marking the next piece of work teachers should revisit the previous 'next step' and evaluate the child's response, ticking where work has been completed correctly or having a further discussion to address misconceptions.

### **Procedures and practise**

Marking should be done **in blue ink** to contrast with what the children have used.

The agreed marking for each stage of the children's education are as follows:

#### **Foundation stage**

##### ***When appropriate:***

- Marking should be done with the child present, talking to them about their work.
- Marking should be in a different colour to the child's work.
- Either the teacher or teaching assistant who has been working directly with the group may mark the child's work. It should not be done by a parent helper or any other adult.
- Rewards such as stars and stickers to be used as appropriate.
- Comments need to be qualified by reference to the objective.
- Marking news writing – this is a speaking opportunity and can be a recorded conversation with the child. Ask the child about their news targeting individual children as appropriate.

#### **Principles for everyday marking and feedback for KS1 and KS2**

Helpful marking and feedback will

- Be accessible to the child and match their stage of learning development.  
**We will provide support to any child that needs help interpreting marking comments so the child can respond. This is vital to engage all children in the learning process.**
- Relate to what has been taught, reinforcing or developing the learning objective as appropriate to move learning on.
- Be positive verbal feedback with explicit comment on what has been done well (this can be given verbally).
- Address any misunderstandings/misconceptions.
- Indicate challenge task (e.g. try this, explain this) to encourage children to think things through for themselves.
- Comment on any individual or group targets as appropriate.
- Indicate the next step in the learning or provide an extra challenge to the learner.
- Be precise.
- Be realistic in expectations
- Be accessible to all adults working with the

## Maths Marking

- Acknowledge what the child has achieved
- Give examples in marking to clarify misconceptions
- Set a challenge in marking for child to respond to Can you try...Can you explain....What if...Why is this true/false?
- Use of **R** shows a digit has been reversed.

## Marking in English

In Literacy Marking ladders should be used to encourage the child to reflect on his/her final piece of work in a unit and consider how to improve their writing. They can be used by an individual child or between writing partners.

Use of highlighting – Pink will be used to show good aspects – ‘WOW’ (tickled pink) and green to show aspects that need more work – ‘Now..’ (‘green for growth’) These can also be used in peer assessment of writing.

## The place of marking ladders in the teaching sequence for writing

Toolkits for writing are built up with the children in key stages One and Two. Children should be actively involved in producing these as they help the children focus on the key features of the genre.

These ladders should reflect the impact on the reader and not just be a feature spotting exercise. When developing our writers we must encourage them to focus on the impact that they are having on the reader so that they carefully select the devices they use.

**SEE ATTACHED EXAMPLE.**

A good marking ladder needs:

- Features to look for in the writing written as questions e.g ‘Have I used good story connectives eg. Suddenly, After that.....? Have I used capital letters at the start of sentences
- A space for pupil marking and teacher marking – with symbols (eg smiley faces,



or v or x to show how

they have done.



You have carefully selected the features of your writing



You are beginning to think carefully about the features of your writing



You have to think about the reader more carefully

- A space for comment and reflection including a Next time I will..... or Even better if..... This comment can be written by the child or scribed by the teacher/teaching assistant as a record of the learning conversation about the writing, The comment by the teacher should also indicate what to do to help the writing next time

### Marking codes

#### The whole school

- ✓ Correct
- Incorrect

Spelings	
//	<b>New paragraph</b>
^	<b>Missing word</b>
I	<b>Independent work</b>  <b>Please note all work in KS2 is assumed Independent unless marked otherwise.</b>
S1	<b>Minimal support/ structuring is given to the work.</b>
S2	<b>Children are prompted to check their work makes sense/ spelling is accurate.</b>
S3	<b>Children heavily guided in their work.</b>
Su	<b>Supply</b>
<b>TD - (Teacher Discussion)</b>	<b>Verbal feedback given by teacher or TA. This must be dated with short date</b>  <b>i) Where a next step has needed to be clarified with the child</b>  <b>ii) Where misconceptions cannot be addressed through marking alone</b>  <i>Normal discussions and verbal reminders as aprt</i>

	<i>of everyday practise do not have to be coded as TD</i>
--	---

Spelling - Teachers will use their judgement on which spelling to correct. No more than 3 per piece of writing. Children will need to copy spelling correctly at end of work

These need to be qualified with a comment related to the learning objective and how to improve.

### **Target cards and marking**

A T is used by children and teachers to show that an individual target has been met in a piece of work. When individual targets are achieved the target tags are kept in the front of the book to inform assessment.

### **Children's role in marking**

Involving the children in marking and assessment is crucial to engagement in learning and to developing the children to become reflective learners who challenge themselves.

Children may mark their own work and each other's using the principles outlined for Maths and English. They may also self-assess their work at times to engage in a learning dialogue.

### **Teaching assistants and marking**

Teaching assistants must feedback to the teacher about how individuals they are working with have progressed. This can be either verbally or in a written form.

Marking should generally not be carried out by a teaching assistant. The exceptions to this are when the teaching assistant is running an intervention programme independently, working with a child on a specific programme or working with a group of children when immediate right/wrong feedback is necessary. This marking should be initialled by the teaching assistant and monitored by the class teacher.

### **Resources**

Toolkits and marking ladders are stored on the server however the best ones are made with the class as the learning progresses. Stickers/team points can be used in books but need a comment to qualify *why* they were rewarded.

### **Responsibilities**

All staff, teachers and teaching assistants are responsible for putting the policy into practise once the policy is agreed.

The Head teacher is responsible for monitoring the policy, informing governors and parents.

The Head teacher and subject leaders will use the policy when scrutinising books and give feedback adhering to policy guidelines

**Monitoring and evaluation**

The head teacher and subject leaders will monitor this policy when scrutinising books and also verbal feedback will be monitored through informal and formal observations. Clear feedback will be given to all staff to ensure further improvement.

The policy will be discussed at staff meetings to ensure it is working and being adhered to.

**Special Needs**

The policy has indicated that where recording of comments is proving difficult then the teacher or teaching assistant can scribe for the child.

**Equal Opportunities**

Our expectations from all children is the same, however children with additional needs or EAL may need some adaptations such as a scribe or use of stickers to show good attainment and effort early on rather than long verbal interactions.

**Health and Safety**

There are no health and safety or e safety issues with this policy.

**Parental involvement**

Parents will be informed during parents evening from looking in books. A copy of this policy is kept in the office and also on the school website.

**Governor involvement**

Monitoring reports on work scrutiny are available to all governors and discussed at the appropriate governors' meeting.



