

## **SIMMONDLEY PRIMARY SCHOOL MARKING AND FEEDBACK POLICY**

### **RATIONALE**

To ensure that all children have their work marked in such a way that it is likely to improve their learning, develop their self-confidence, raise self esteem and provide opportunities for self and peer assessment.

As a result of this policy there will be greater consistency in the way that children's work is marked across Key Stages and Phases.

Our Marking Policy links to the Homework and Assessment Policy.

### **PURPOSE**

The purpose of the marking is:

- To recognise those areas of school work that are good and how to improve upon them.
- A means of giving encouragement towards producing work at an appropriate, yet challenging level.
- To indicate to children what happens next and what improvements can be made to ensure further progress.
- To check for standards, individually, and within the class.
- To determine whether a child can work within set time limits or targets.
- To contribute in the measuring the schools progress against national standards

### **PRINCIPLES**

Marking of children's work can have different roles and purposes at different times and can involve both written and verbal feedback.

- Whenever appropriate/possible, teachers should provide individual verbal feedback to children.
- The marking of children's work, either written or verbal, should be regular and frequent.
- Teachers should look for strengths before identifying improvements when marking work.
- Marking should be linked to learning objectives, success criteria and/or targets.
- Marking procedures and marking standards should be consistently applied across the school but accepting the differences between key stages.
- The marking criteria should be displayed in each classroom and children should understand the meaning of the marks/markings they receive.
- Children should be trained in self-marking, self-evaluation and peer assessment and be given opportunities to mark their own and others work (verbally and through written means), to make improvement suggestions and to act upon the suggestions made.
- Children with SEN including dyslexia and dyspraxia to develop self esteem from oral and written cues.
- Marking practices and procedures should be in keeping with the school's policy on Assessment.
- Information for parents should be given by the school and feedback is provided to parents via consultation evenings or as required.

## **GUIDELINES**

The following procedures for correcting and improving children's work should be implemented by all staff.

- Feedback and marking needs to be oral and/or written according to the ability of the child.
- Observations and notes should be made in the Early Years and KS1 as a form of effective marking.
- Where appropriate work should be corrected according to the skills required for a particular piece of work focusing at the teacher's discretion
- Extended pieces of writing for a specific purpose across the curriculum should be marked according to the success criteria of that particular genre of writing. Equally any skills within this piece of work that are cross-curricular should also be assessed and marked accordingly.
- When correcting a piece of work follow the procedures set out below.
- If children make first draft copies of their work after it has been corrected, originals must be kept to show to parents as an indication of the child's true progress and for APP.
- **Effective feedback, needs planned time for children to make improvements/ response, but it is most powerful when included in the fabric of a lesson** (e.g. within a plenary look for a success and look for an improvement, visualisers can be a powerful tool to enable instant feedback) Children will be given regular opportunities within each week to respond to marking.
- Where appropriate a brief improvement suggestion should be made, following the format of a model, scaffold, example or reminder prompt. This comment should be informative (i.e. not just good, excellent, etc) and linked to the learning intention/success criteria.

## **Self Evaluation/Peer Assessment**

- Children should be trained in the process of self-evaluation/peer assessment. Looking for success measured against criteria and suggesting improvements.
- Children should agree some rules of response for partner/peer assessment/feedback work, to safeguard self esteem.
- Feedback/peer assessment can be oral or written according to the ability of the child.
- Children should be trained to give an improvement suggestion.
- Children should be given time and opportunity to act upon suggestions.
- The quality of the improvement suggestions and of the peer assessment should be monitored by the teacher.
- Children in KS2 should be encouraged to dialogue mark and respond to teachers comments.
- All teacher comments should be initialled or otherwise acknowledged by the pupils in KS2.

## **MONITORING AND EVALUATION**

The Senior Management Team will review samples of work from each class to monitor the implementation of this policy. An analysis will be made and feedback given to staff. Subject leaders will review samples of work from their subject to monitor the implementation of this policy. An analysis will be made and feedback given to staff. The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the key stages, phases and between year groups

### **MARKING CODE**

The following is the agreed marking code for the pupils work:

VF means work has been discussed (verbal feedback).

WS supported by TA/teacher (with support)

G guided by TA/teacher

IW independent work

/ new sentence

// new paragraph

Sp spelling mistake

CL Capital Letter plus underline letter

^ missing letter or word

P Punctuation

✓ correct

✓✓ something very good

• incorrect

doesn't make sense

PM peer marked

SM self marked

✓ and dated by child indicates a child believes they have responded to previous advice in a later piece of work.

O missing punctuation

Objective met/not met stamp signifies that the teacher has seen the work and that it fulfils/doesn't fulfil the activity objective. The blue working towards stamp indicates that child has not done enough work in the given time if it is annotated n/e, any other reasons why the work doesn't meet the objective will be annotated next to the stamp so the child knows how to improve their work.

Other marks may be included but this is the teachers discretion and it should be clear that:

- The marks should be understood by the pupils.
- The marks should be displayed in the classroom.

Marking of Y6 transition unit for Glossopdale Community College is marked inline with their marking policy as agreed with Glossopdale Staff.

### **TEACHER MARKING AND FEEDBACK (ADVICE)**

- Observational comments EYFS/KS1 and verbal feedback in KS2. E.g. PE/Drama (video marking)
- Teacher marking: 1 star and a wish in EYFS and 2 stars and a wish in KS1/KS2.
- Teacher marking: Pinks and greens
- Teacher marking: Asking questions and giving pupils challenges.

- Teacher marking: Giving pupils next steps.
- Teacher marking: Marking a group of pupils work, photocopying and then returning to pupils.
- Teacher marking: Modelling a teaching point.
- Teacher marking: Success Criteria checklist.
- Teacher marking: Stamps may be used by staff for e.g. objective met/outstanding work etc..
- Teacher marking: A yellow highlighter is used where children are expected to improve a sentence.

## **YEAR 6**

Year 6 do a weekly 'Quick Write' which is given an A, B or C grade, to help our children become Secondary Ready, where this system is used. The grade is awarded on whether success criteria has been met and if work has been judged to have improved from the previous piece of work or produced a piece of work that is accurate and flows.

## **PUPIL MARKING AND FEEDBACK (ADVICE)**

- Peer marking: 2 stars and a wish - Pupils are given the success criteria and/or a series of I can statements and look at areas of strength and areas of development. They assess each others work.
- Self assessment: 2 stars and a wish - Pupils are given the success criteria and a series of I can statements and look at areas of strength and areas of development. They assess their own work.
- Peer/self assessment: Success criteria checklist marking. Pinks and Greens.
- Dialogue marking KS2: All pupils in KS2 should initial comments that teachers have written. They should also engage in a dialogue with staff. If you ask them a question or give them a wish, expect a response.

## **EQUAL OPPORTUNITIES**

The Feedback and Marking Policy and Marking Procedure, encourages the practice of inclusion for all.

G Ellison and D Greaves  
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