

POLICY DOCUMENT FOR MARKING & FEEDBACK

Philosophy

All children have a right to an education that offers equal opportunity and an inclusive curriculum in a community which develops sensitivity to differences. We recognise that pupils described as having specific learning difficulties or dyslexia have special educational needs and that these needs have to be met to the best of our ability and resources; we recognise that these pupils have skills and talents which need to be nurtured and developed. The school strives to remove barriers to learning and involve all pupils fully in activities within all curriculum areas and beyond so that all children reach their potential. We believe that, through our approach to marking and feedback, we can raise standards and help children to recognise their own strengths and areas for development. Each child is encouraged and supported to achieve spiritually, socially and academically, within the Christian church school ethos of love and respect for all.

Aims

We aim to:

- Ensure our marking and feedback provides sensitive and appropriate comments to promote inclusive learning.
- Ensure that marking will help children to recognise and develop their strengths, as well as highlighting their next steps for improvement.
- Ensure that focussed marking will help to raise standards in learning and teaching.
- Use findings from observations of learning and marking work to inform our short term planning.
- Demonstrate consistency of focussed marking throughout school.
- Make it explicit to teachers how work is to be marked.

Guidelines

We will use the following strategies in our classrooms:

- Make clear to the children what the success criteria are (ie what we are looking for in that piece of work), whilst reinforcing prior learning.
- Throughout the week 'Steps to Success' will be used by both adults and children to support children making progress in their learning. These will guide the child through their work, enabling them to aim high and achieve success.
- Promote children's self-assessment by linking marking and feedback to the wider process of engaging children in their own learning.
- Marking and feedback will focus largely on the learning objective for that activity. Feedback will be appropriate to the children - ie, oral feedback will be more appropriate to children in Foundation, Year 1 and children with SpLD/SEN. Comments will be appropriate to the age and ability of the individual child.
- The 'Steps to Success' will be used to guide the marking process. The ticked comments will reflect children's steps children have taken to success in their work. The 'wish' comment will be a guideline for children to further improve an area within the learning objective or give guidance to build on current learning.
- 'Steps to Success' may be differentiated in the class with SEN children having individualised steps where necessary.
- Written comments will be neat and legible in green ink using the school's agreed handwriting style.

- During the lesson an adult may move the children's learning on. A note of this dialogue is made in the margin in green ink using the school's agreed symbols. Written comments take too much of the teacher's valuable time and should be kept to a minimum during the lesson.
- Verbal feedback may be given part way through activities, which will give children an immediate opportunity to improve their work before completion. Verbal intervention will be sensitive and appropriate - taking the form of two positive comments followed by guidance for improvement and further learning. Evidence of intervention during a lesson will be noted by the children responding positively to the teacher's suggestions.
- Time needs to be put aside to give the children an opportunity to respond to the wish. Children will respond using a red pen.
- Show/read out good examples of work to give children an opportunity to listen and learn from each other.
- Peer-marking may be used if appropriate to the activity and/or the children.
- From Year 2 onwards, children will be given the opportunity to be the 'first markers' of their work. Strategies will include: marking spellings, hot-seating by suggesting improvements for their own or other's work, peer marking, redrafting and self- evaluation.
- Praise and reward **all** successes and efforts.
- Indicate level of support offered - T=Teacher, TA=Teaching Assistant, S=Support, I=Independent
- Children are given feedback about the elements that the teacher has asked them through the wish. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions.
- All work needs to include a learning objective and date. This can be attached to the work in the form of a label, or placed at the top of the steps label or hand written by the teacher or child. Children writing the learning objective would take too much of their learning time and so it will generally not be appropriate for children to do this.
- Marking needs to be appropriate to the task and should not be exhaustive. For word or sentence level activities stamps and ticks would be sufficient for most children. For writing at length 'Steps to Success', including subject specific and English steps, must be attached to books.
- Maths lessons will always require a step to success label and marking should make use of the school symbols to indicate level of support, guidance given and tools used to support the activity.

How much of a child's work should be corrected?

A teacher needs to be sensitive to the age and stage of a child's development. However there are some errors that must be addressed:

High frequency spellings that the child is currently working on or has already learnt. It is unacceptable for the same spelling errors to feature in a child's book without evidence that the child has engaged in an activity to support developing their knowledge.

Words containing current or known spelling patterns must be addressed. This can be done through leaving gaps for the child so they use their spelling knowledge to apply the correct spelling pattern where the gap or dash is.

Reversals or incorrect formation of letters or numbers must be addressed. Again this needs to be done sensitively with not too many being highlighted at once.

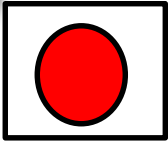
It is important that children are given accessible resources to support them improving their work and making progress with their spelling. This can include personalised word mats, word cards placed on their table or current words attached to their book. It is unacceptable for children to be making the same error for too long without some evidence of support being provided to correct the error or prevent it happening.

Monitored by the Curriculum Committee and Leadership Team

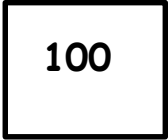
Agreed: March 2017

Review: March 2020

Maths Marking



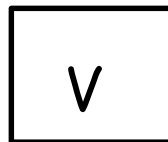
Used counters



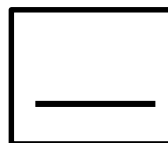
Used hundred square



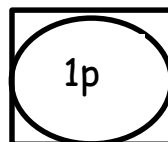
Used fingers



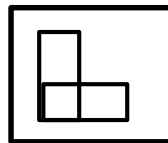
Verbal feedback given



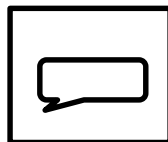
Used number line



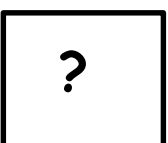
Used coins



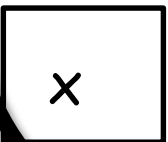
Used Numicon



Explain your method/strategy






Check with another method



English Marking Symbols

Used times tables square

<i>sp</i>	Spelling mistake
<i>gr</i>	Grammar mistake
<i>C</i>	Capital letter missing
<i>Tt</i>	Ascenders need to be tall
<i>Yy</i>	Descenders under the line
*	Add more detail where you see this mark.
∧	You've missed something out
<i>p</i>	Punctuation missing
//	New line or paragraph
<i>c.c</i>	Coordinating conjunction
<i>s.c</i>	Subordinate conjunction
<i>V</i>	Verbal feedback given
<i>T4W</i>	This work has been imitated using Talk For Writing.
	Check this to see if it makes sense
	This is what I want you to do next
	Remember finger spaces

Teachers to mark in green pen.

Children to edit in red pen.