



Parklee Community School

MARKING and FEEDBACK POLICY

Mission Statement

“Enjoy, Engage, Empower”

Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy, Excellence

Aims:

We believe in 'assessment for learning', which is different from 'assessment of learning'. Improving learning through assessment is aided by the provision of effective feedback to pupils who need to be able to assess themselves and understand how to improve. The marking of pupil's work is therefore an important part of teacher assessment. Marking and related discussions should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives and enabling them to close the gap between current and desired performance. This policy gives guidance to staff on the purposes, type and frequency of marking.

Intent:

- To inform the teacher of a child's progress and needs for future planning.
- To provide clear feedback to pupil's about strengths and weaknesses in their work and the clear next steps in learning to encourage pupils to strive to improve
- To value, recognise, encourage and reward pupil's efforts and progress
- To provide a record of pupil's progress
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- To help parents to understand strengths and weaknesses on their children's work.
- Relate to learning objectives, success criteria and pupil targets which the children are aware of.
- Involve all adults working with the children in the classroom
- Give children the opportunities to become aware of and reflect on their learning needs through self and peer assessment.
- Allow specific time for children to read and respond to marking
- Take an ipsative approach (ipsative means measured against itself, therefore where attainment is based on that person's previous attainment) within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face to face with some and at a distance for others
- Use consistent codes throughout the school that are accessible to the children.
- Be seen by the children to be positive in improving their learning
- Teach children to self-mark and peer mark where appropriate

Types of marking

- Pupils must have targets or subject standards at the front of their exercise books or at the start of the unit.
- Teacher to mark work in **green pens**

- Children 'polish' their own or a peers work in **purple pens**
- Ticks where work is correct, dots or circles where mistakes are made.
- Teacher's comments: Target questions, modelling and greater depth questions should be written by the teacher to develop the 'Next Steps / Challenge' in learning and pupils must be given time to respond to this in written form.
- Where more appropriate a speech bubble can record that verbal feedback (VF) has taken place.
- DOJO points / stickers or stamps may be used for reward of effort.
- Opportunities throughout the week for self-assessment and peer evaluation are to be included. The teacher will monitor this self and peer marking.

Strategies:

Summative feedback/marking:

This usually consists of ticks and dots and is associated with closed tasks or exercises. When appropriate, children should self-mark or the work should be marked as a class or a group.

Formative feedback/marking:

With oral feedback, in the course of the lesson, teacher's comments to children should focus firstly on issues about the learning objectives and secondly, (and discretely) on other features.

EYFS: Observations will be recorded as follows using 'Evidence Me'

EM- Emerging

DEV- Developing

SEC- Secure

Alongside the new EYFS age bands:

0-3- 0-3 years

3-4- 3-4 years

R- Reception

ELG - Early Learning Goal

For Example: **EM: R or DEV: 3-4 years** and so on...

In Nursery all work will be recorded through observations on 'Evidence Me'. Each child will have 1 Maths and English observation per child per week. All other areas of the EYFS will be observed through photo observations on Evidence Me.

In Reception 1 piece of English and Maths work per child per week must be marked dependent on the needs of each individual pupil. Alongside will be 1 piece of English and Maths practical work per week as a photo observation on 'Evidence Me'. In Reception, book work will be marked against the expected age band for that time of year.

Teachers marking in children's books will be a celebration only eg sticker, stamp, well done.

Distance Quality marking:

Not all pieces of work completed in a week need to be quality marked. For example some spelling, grammar, handwriting and guided reading activities can be acknowledged with minimal marking by the teacher, TA, pupil or peer.

- **KS1:** 1 piece of English and Maths work per child per week must be quality marked dependant on the needs of each individual pupil. Which piece of work and on which day is dependent on the teachers

planning and focus group work being carried out. Other less detailed marking or oral feedback can be identified by a symbol (see symbols poster appendix) All work should be acknowledged.

- **KS2:** 2/3 pieces of English and Maths work per child per week must be quality marked dependant on the needs of each individual pupil. Which piece of work and on which day is dependent on the teachers planning and focus group work being carried out. Other less detailed marking or oral feedback can be identified by a symbol (see symbols poster appendix) All work should be acknowledged.
- One piece of **History, Geography, Science, RE** to be quality marked for each unit (approx. 6 weeks)
- Wherever the task is open or narrative, feedback should focus first and foremost on the learning objective of the task. The emphasis in marking should be on both success against learning objective and improvement needs against the learning objective. Focused comments should help the child in 'closing the gap' between what they have achieved and what they could have achieved and what their Next Steps in learning are to deepen their understanding.
- Symbols can save time and make the feedback more accessible to the child – please use appendix

'FIX-Its' & 'Challenges'

- 'Fix-its' should be used to correct misconceptions and further the learning, linking to the LO.
- 'Challenges' should be used to consolidate and extend learning. Children should be given 'Fix-It' time in class to re-visit their work.

Secretarial features

- Spelling, punctuation, grammar, etc. should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. When work is finished, ask the children to check for things that they know are wrong in their work when they read it through and edit.
- They should not be told to correct all spellings. Only give children feedback about those things you have asked them to pay attention to or that are appropriate to their ability. Between 1-4 misspellings can be highlighted with the 'sp' symbol or with a wavy underline and / or modelled so the child can practise writing it again (Fix-Its)

Self marking

- Children should self-evaluate at every opportunity. The plenary can focus on this process as a way of analysing the learning.

Shared marking

Using one piece of work from a child to model marking, this could be using a visualizer, scanned and put into notebook, photocopied etc. When the teacher models the marking process they can make important teaching points at the same time. Another strategy is to show two pieces of work, with the same title, and discuss their differences – obviously carried out with great sensitivity to the children.

Paired marking

- Before ends of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:
- Paired marking should not be introduced until Key Stage 2 unless teachers think that the children are ready for this.
- Children need to be trained to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided should be part of the normal classroom practice.
- Children should, alternately, point out what they like first, and then suggest ways to improve the piece,

but only against the learning objective and not spellings etc. The 3:1 success ratio should be followed, to avoid over-criticism.

- Pairings need to be considered by the teacher, they can be ability or mixed
- Encourage a dialogue between the children rather than taking turns to be the 'teacher', they should discuss each others work together (e.g. 'I think this bit really shows how that character feels, what do you think?')

Organisation

- The first five minutes of a lesson can, wherever possible, be used to get around the class to recap, establish understanding, act on any misconceptions where the work is too easy or difficult and give verbal feedback while other children respond in writing to their 'Next Steps / Challenge' comments or other errors.
- Handwriting from staff and pupils to be the agreed semi cursive font. Children who are fluent already in cursive can continue with his style.

Monitoring and review

Created: March 2021

Reviewed: May 2022

Marking Policy Attachment

Symbols Used for Marking KS1 and KS2

LO / T / Can I?

Learning Objective / Title / Can I ?(underlined)

SC

Success Criteria

SA

Self Assessment

PA

Peer Assessment

Sp (underline with a wavy line and write correct spelling)

Spelling error. (Between 1-4 appropriate to the individual pupil)

KS1 – Common Exception Words that should be known.

KS2 – ambitious words

^

Omission – Maximum of 3

//

New paragraph.



Speak to the teacher for extra help or praise.

Teacher to tick the bubble when conversation has taken place.

FIX IT's

Correct misconceptions linked to L.O

O or add in to model

Punctuation or capital letter omission.

✓ .

Correct / incorrect (use dot . or a circle in place of a x)

—

Child to rule a straight line through mistakes.

☺ **Stickers/ stamps**

Use for rewards.

TAS

Supported by a Teaching Assistant.

TS

Supported by a Teacher.

PS

Peer Support

NS / Challenge

Next Steps/ Challenge

PINK / GREEN

Highlight the positives in **pink** and next steps in **green**

The highlighted green can be further explained as part of

NS/ Challenge or Fix-Its