

## **Fylingdales CE VC Primary School**

### **Marking and Feedback Policy.**

#### **Introduction:**

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective marking and feedback at Fylingdales CE VC Primary School.

#### **Rationale:**

Fylingdales CE VC Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process of improving their work. Research shows that marking is an important factor in pupil learning, so this policy is crucial for Fylingdales CE VC Primary School.

#### **Aims:**

At Fylingdales CE VC Primary School marking is carried out to achieve the following objectives:

- to encourage pupils and reward effort and achievement whilst raising self-esteem and aspirations
- to diagnose problems and difficulties
- promote self-assessment, recognise their difficulties and accept guidance
- to provide constructive feedback to every child, focusing on success and improvement needs against learning intentions; enabling children to become reflective learners and helping them to close the gap between current and desired performance
- to help the teacher keep track of pupils' progress and standards of attainment and to provide feedback in the effectiveness of teaching and learning
- to help keep parents informed about their children's work and progress

## **Guidelines:**

Marking will be consistent across school. Staff will use the 'marking key' which is displayed in classrooms.

Teachers will organise their classes so that all adults are working with a guided group throughout the lesson. Other children in class will be working alone, in pairs or in groups, independently of an adult. All 'good' assessment for learning practice remains in place during lesson times, e.g. self and peer assessment, use of success criteria, mid-plenaries etc.

When children have worked in a guided group, this should be signified with a red 'stick-man' at the top of the page. During the guided session, adults may annotate children's books to reflect their intervention where it is useful or relevant. Annotations will take the form of modelling, prompting and correcting. Adults will initial at the bottom of the child's finished piece of work. No marking will be required of this work, as feedback will have been given throughout the group work.

Children who have worked independently of an adult will signify this by labelling their books with a GREEN 'stick-man' at the top of the page. Children who have worked independently but with a partner will be indicated with two GREEN 'stick men' in their books. These children will have their books 'marked' after the lesson. Marking will be done in the following way using any of these three possible actions:

### **1. Acknowledge and stamp the book (with any colour other than red)**

*Upon checking a child's book the teacher reaches the conclusion that they have met the learning objective and the outcome meets their expectation.*

### **2. Minor corrections and stamp (colour other than red)**

*Upon checking a child's book the teacher reaches the conclusion that they have met the learning objective and the outcome meets their expectation but there are some minor errors that require corrections.*

*Minor errors include-*

- *An error that is otherwise used correctly throughout the work or in previous pieces- e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.*
- *A transcription error- e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.*

- *An incorrect answer amongst a range of correct answers that demonstrate that a child has understood a concept- e.g. a calculation error, missing a unit of measure from an answer etc.*
- *An odd spelling mistake that should be within the child's expected realm of spelling capability –e.g. high frequency words, the appropriate homophone etc.*

*Minor corrections should be a mistake that the child should see and think "oh yes I missed that" rather than, "oh, I didn't know that".*

### **3. Feedback required, use red stamp and the distance marking sheet**

*Upon checking a child's book the teacher sees something that they didn't expect and reaches the conclusion that the child needs feedback. Feedback will predominantly involve further teaching, guidance or support but may involve setting further challenge or celebrating and sharing excellent achievement.*

Marking by teachers will be done in black or blue pen for a positive comment or minor correction. When there needs to be specific feedback given (recorded on the distance marking sheet), this is written in red pen by the teacher. Green Pen will be used by children for their own marking/ peer assessment or feedback to marking.

Highlighter pens may also be used by teachers to highlight elements of pupil work that is particularly impressive when considering the child's individual attainment and expectations. Any colour can be used.

#### **Distance marking sheet**

The distance marking sheet is a record of teachers' evaluations when 'checking' the books of children who have worked independently of an adult and is a running record of Assessment for Learning. This sheet will be completed daily and must include the date to support monitoring and evaluation. At the end of each week, this is filed alongside the weekly planning- to take account of any aspects that require follow up in the next week.

#### **Marking and Feedback will:**

- take full account of pupils' specific learning difficulties
- relate to learning intentions, which will be shared with the children

- give children opportunities to become aware of and reflect on their learning needs
- give recognition and appropriate praise for achievement
- give clear strategies for improvement

**Teachers will:**

- allow specific time for children to read, reflect and respond to marking
- respond to individual learning needs, mark face-to-face with some and at a distance for others
- use assessment and marking to inform future planning and individual target setting
- prompt pupils- identify one key feature which the pupil needs to develop and say how
- allow pupils chance to redo this highlighted area after it has been marked this will be done in 'red pen'

Self-assessment by pupils should take on an important role in the marking process. This will consist of children in KS2 using 'green pen' in extended writing. Peer Marking is also done in 'green pen'.

To be reviewed Spring Term 2017

