Chapel St Leonards Primary School

Marking and Feedback Policy

Introduction

At Chapel St Leonards Primary School we believe that all children are entitled to regular and meaningful feedback on their learning. When marking children's work, the age of the children needs to be taken into account to ensure that they are able to understand and act on the feedback given. It is also important to have consistency in the marking symbols used by individual teachers so that the children continue to build on learning as they move through the school.

Aims

We mark children's work and offer feedback in order to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- provide them with a clear picture of how far they have come in their learning, and their next steps.
- offer them specific information on the extent to which they have met the learning objective, and/or the individual targets set for them; promote self-assessment and per assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

Our Marking Style

The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. Whilst all work should be marked, teachers do not need to give a written comment on every piece of work.

Teachers should use the marking code (see appendix 1) with **green pen** to identify **strengths** and **pink** to identify **areas to work on**. Any positive comments written should highlight one **strength** of the work (wow…) and be indicated by a **green star.** One area for **development** (now…) should be recorded after a **pink arrow**.

When giving written feedback, we will use the guidance outlined in appendix 3.

The school has guidelines that apply to all pieces of work in each key stage e.g. the date and learning objective must be underlined (see appendix 2) which teachers will promote and model.

The marking should always be in accordance with the learning objective, success criteria and the child's own personal learning targets. The child must be able to read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

Comments should be clear, precise and appropriate to the age and ability of the child, and may vary across year groups and key stages. Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objective and the success criteria for the task right from the outset. Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work. Children should be encouraged to assess their work ahead of final marking. This helps the children to self-reflect at each step of the learning process.

Once marking has been completed children should read and then initial the '**wow**' comments. Pupils will then be given the opportunity to respond to the marking ('now' comments), to close any gaps in learning, using a purple pencil. This may involve them:

- Self-correcting work or redrafting
- Extending work or receiving a challenge. Examples may include:
    - A **reminder** prompt
      'What else could you say here?' 'Can you…?'
    - A **scaffolded** prompt
      'The man was happy so he….'
    - An **example** prompt
      'Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn't believe his eyes'

When children have responded to marking their contribution will be acknowledged by the teacher before the next piece of work is marked (green tick).

Appendix 1

Our Marking Code

Green is good **Pink to think** **Purple is power**

✓	**The work is correct** In writing tick where the child has used elements of the success criteria.
•	**This is incorrect (Maths)** Correct your work.
Tuesbay	**Letter or number facing the wrong direction.** Practise writing the letter or number the right way round 3 times underneath your work.
p tuesday p What day is it today	**Incorrect use of punctuation or missing punctuation.** Correct your work.
sp	**Spelling mistake** Correct an appropriate number of words, appropriate to a child's ability. Some words may be corrected by the child e.g. words from spellings focus, topic words etc. Children to practise 3 key words underneath the piece of work.
The boy were eating his dinner.	**Area to improve your work.** Look for the pink arrow.
Date? or LO?	**No date and or LO on work** Write the date/LO on your work and underline
KB	**Initials of teacher (if not usual) or TA**
Supply/Student	**Lesson was delivered/marked by supply teacher or student**
V	**Verbal Intervention** A prompt or reminder has been given to the child during their independent work by a teacher or TA.
S	**Support** This piece of work has been completed with the support of an adult.
HP	A **House Point** has been awarded for your efforts with this piece of work.

Appendix 2

Presentation Expectations of Children's Work

1. Date at the top of each piece of work on the first full line (not top line). Short date for Maths, long date in all other pieces of work.

2. Miss a line after date then write the Learning Objective (LO).

3. In Key Stage 2 both date and LO are underlined.

4. When using plain paper for display or in plain paper books a line guide will always be used.

5. No felt tips in books, coloured crayons.

6. Corrections: one neat line using a ruler for corrections ~~whith~~

7. No rubbers in Key Stage 2.

8. Handwriting pens in Key Stage 2 for those who have earnt their pen license.

Appendix 3

How we will mark

Instead of:	The teacher will:	The pupil will:
Writing extensive comments	Gives one area of strength and one area showing the next steps: Wow… Now…	Review the "now" comments and check that these are corrected and referred to in future work
Giving a written comment and annotating work	Only write annotations in the body of the work This may be done with a highlighter without words	Initial the 'wow' and act on the 'now' comments to show they have understood the marking
Giving a written comment and annotating work	Write an overall comment with wow and now	Annotate areas of the work to show that they are able to make the improvements requested
Writing "well done you have" (repeating the L.O)	Put a double tick next to best parts of the work	Use talk partners top explain the reason for the double tick or refer to it in their own "wow
Marking every question in detail	Mark a selection of questions based on AFL (areas of concern the teacher picked up during lesson or areas of concern pupils feedback to teacher)	Will highlight questions that they are finding difficult
Writing the same comment on each piece of work	Explain the issue with the whole class or focus group who have not understood	Modify understanding and demonstrate in next lesson
Writing a full solution	Write a hint	Try again checking work against the hint
Correcting work when pupil makes a small mistake	Will use circles or lines to identify the mistake	Will correct based on own knowledge
Giving back work and moving straight on	Allow time for pupils to correct, redraft and retry work in order to "close the gap"	Will take the time to self-assess and make corrections