

New Marske Primary School

Marking and Feedback Policy

Approved: Autumn 2019

Review: Autumn 2020

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships. The rights specifically supported by this policy include

- *Article 12: The right to be heard and have views taken seriously*
- *Article 19: The right to be protected from all forms of violence*
- *Article 28: The right to an education*
- *Article 31: The right to leisure, play and culture*
- *Article 36: The right to be protected from exploitation*

We always do our Best

Marking Policy

Autumn 2019

Philosophy

At New Marske Primary School we believe that marking and feedback is one of the most effective ways of building self esteem, celebrating success and providing constructive feedback to pupils leading to further improvement and development. We acknowledge that marking must be carried out sensitively and focus on positive ways to improve performance. As a school we acknowledge that marking is a time consuming activity and must be managed effectively to ensure that it meets its core purpose of allowing pupils to learn and improve upon any work undertaken. As well as allowing pupils to improve upon their work, marking is also used by the school as a way of assessing pupil performance and is looked at during lesson observations and work scrutiny staff meetings to evaluate the quality of work within a class.

Aims

At this school we promote attainment and progress through effective marking by:

- Providing a dialogue between teacher and pupil encouraging and allowing marking to be a reciprocal process.
- Correcting inaccurate work, using misconceptions to develop conceptual understanding within pupils.
- Giving positive encouragement to develop pupil confidence.
- Writing constructive comments on pupil's work which identify achievable targets.
- Demonstrating that teachers value pupil's work.
- Encouraging good presentation and high standards of work at all times.
- Encouraging pupils to review and check their own work, building upon comments from staff..
- Identifying key aspects of their work to enable pupils to make connections with the learning objective.

Key Processes

Marking is the means by which teachers give pupils feedback about their work. Feedback can be given orally or in writing.

- Oral feedback is given to pupils when an instant response to their work is considered valuable/necessary. Oral feedback usually involves discussion between teacher and pupil.
- Written feedback involves making constructive and positive descriptive comments which enable pupils to improve future work.
- Marking must be differentiated according to the age and ability of pupils: At the Foundation Stage immediate verbal feedback should be given to individuals, groups or the whole class as appropriate. At Key Stage 1 an immediate response to work is preferable, though not always possible. The child/ren should, wherever possible, be present during marking to ensure understanding is maximised. At Key Stage 2 all tasks will be acknowledged by the teacher and descriptive comments made on all pieces of work to promote improvement and development.

- ‘**Over time**’ teachers should use a range of marking and feedback strategies building up a range of comments to support the work pupils complete. (See *appendix 3 for the range of marking strategies teachers can use*).
- Work should be marked by the member of staff working with the pupil. This will include teachers and support staff. As all groups of pupils will work with various members of staff within a classroom, this will mean that ‘over time’ pupils will have a range of comments from all staff working within the class.
- All work marked by staff will be completed in green pen
- Pupils should be given time to consider and reflect upon marking so that they can implement suggested improvements to future work or reflect upon prior work – this **must be** planned into daily lessons. Pupils will respond in red pen to any relevant comments left by teachers. The use of red pen is encouraged from reception onwards developing pupil engagement with the work in hand and the comments from staff to improve this.
- Pupils should be made familiar with the symbols and conventions used by teachers to highlight mistakes and ways forward.

Practical consequences

- Dots or question marks may be used to indicate an incorrect answer rather than excessive use of crosses.
- Written comments will usually take four different approaches.
 - **Ticks or a word or phrase from a teacher**
 - **A challenge questions written by the teacher to get the pupil to reflect on their work**
 - **Short pupil response, requiring a pupil to write one or two sentences in response to a teacher comments**
 - **Detail teacher response, offering comments about the strengths of weaknesses of a piece of work.**
- Stickers, stamps, stars and team points may be used to reward pupil endeavour.
- Marking must make a positive difference to the quality of pupils work. If mistakes continue to be made the teacher must take action to improve pupil performance.
- Marking will clearly indicate the next step in the child’s learning, which should be read and responded to daily.

Planning, Assessment, Recording

Marking will be used to form an assessment of a child’s attainment and progress through written and/or verbal comments which provide on going assessment of current and future learning.

Monitoring and Review

The procedure in this policy was established after on going consultation with teachers. Recommendations about marking will be issues after regular work scrutiny sessions, with this policy being reviewed annually.

Appendix 1

Foundation Stage and Key Stage 1 Marking Code

To be introduced as appropriate to the age and stage of development.

- Incorrect spellings of selected key words will be underlined (either the whole word or letter) e.g becoz. or sed. Incorrect spellings will be practised at the bottom of the page.
- A line will be marked through extra letters in a spelling e.g mis/stake.
- Capital letters, missing or in the wrong place, will be written above the mistake.
- Missing full stops will be added and circled in green pen.
- An inverted V will be used to show that a letter is missing from a word.

Marking Code	To be marked at top right hand of page
I	Independent
S	Support
G	Guided
P	Peer Support

Appendix 2

Key Stage 2 Marking Code

~~	A wiggly line will be drawn under a phrase or sentence that does not make sense.
/	The symbol / will be used to delete extra letters in words e.g mis/stake.
Sp	Key words that should be spelt correctly will be underlined and SP will be written in the margin. The correct spelling will be written at the bottom of the page of writing.
o	A circle will be drawn around a missing capital letter or a capital letter in the wrong place.
o	A small circle will be used to indicate a missing full stop.
^	An inverted V will be used to show that a letter is missing from a word.
//	As appropriate to age and stage of development a // will show when a new paragraph is needed.

Marking Code	To be marked at top right hand of page
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Appendix 3

- **Strategies used 'over time' to ensure that a varied and balanced amount of marking comments are evident in books.**

Short teacher response

- **Teacher:** A tick, team points or presentation sticker to indicate that the work that a pupil has completed is correct or indicated with a green c to correct.
- **Pupil:** no response, unless they need to correct a mistake.

b Look again at each of the diagrams, count the number of equal parts that you have coloured in and write each one as an improper fraction.

- 1) $\frac{5}{2}$ ✓
- 2) $\frac{5}{4}$ ✓
- 3) $\frac{12}{10}$ ✓
- 4) $\frac{10}{6}$ ✓
- 5) $\frac{7}{3}$ ✓



5

Challenge question and short response

- **Teacher:** T teacher question that allows the pupils to practise or extend work on the objective.
- **Pupil:** answer question in red pen.

0, 6, 18, 54, 162, 486, 1458, $\times 3$

1.

① Can you complete my number sequence?

1, 4, 9, 16, 25, 36, 49, 64

shiny, hairy, smiling, wobbly, highly, stamping,
towards, flesh, bloody, jinn, hot
Find 5 more words like 'smiling'.

1. Kitten ✓

2. eggs • noun smiling ✓

3. Violet ✓

4. big ✓

5. six, three ✓

11th February 2019
To know the difference between types of nouns

Abstract	Concrete	Collective	Proper
pride	Pencil	swarm	Hurworth
freedom	table	gang	Rochdale
love	computer	audience	Prime Minister
jealousy	hat	herd	Paris
hate	bookcase	choir	Tees
fear	stapler	school	Sam
happiness	blood	flock	
pride		class	
		pride	

Where would these words go?

- bravery Abstract
- teacher Proper
- troop Collective

I feel the breeze. ✓

I taste the breeze. ⊕ You already used this word, try something else ✓

sp. doesn't • Use a dictionary doesn't ✓

Q What words could you use to describe the northern lights? Make a list.

The northern lights are colorful they are blue, pink and green.

The lights glitter, shine and sparkle in the sky ✓

colorful

they are blue, pink and green. They glitter, shine and sparkle
suppose they are over the top of big snowy mountains. ✓

Detailed pupil response

- **Teacher:** a comment from the teacher which will allow the pupil to focus on a specific area. This could be used in redrafting texts in a range of subjects, prior to a detailed teacher response.
- **Pupil:** an indication, in red pen, that the work has been reviewed or amended, based on the question from the teacher.

a game football match. Sarah, Sam's mother said to him, I don't think you can break any more, huge unbelievable and brilliant records. But Sam didn't listen and carried his dream with him.

Do you think Sam will ^{break} ~~get~~ another record?

Harry - please reflect on the strengths of this work.

I think this is one of the best pieces of writing you have done. You have done ~~an~~ 2 embedded clauses and you have achieved one of your target which was to use connectives like although, suddenly and if. ~~EXCEPT~~ Your handwriting is better. You need to improve on: try to put a colon or adventurous punctuation. You need more stylistic features to improve even more.

using

mas

basic

2 stamps

What effect does this have? How does it make me feel?

It makes me feel like I'm aesholy in there because Roald Dahl describes every thing.

he hit where Charlie won the golden ticket so he got a got to the Chocolate factory. It also makes me feel excited when it sounds be exiting and when its scary i feel scared.

Detailed teacher response

- Teacher: a more analytical response to pupils work, focusing on an issue that was good and an area that would improve that piece of work.
- Pupil: An indication, in red pen, from the pupil that they have read and responded to the comment.

terribly annoying song. So as a result ^{aim} ~~frang~~
style it should go in room 101.

You have used a range of persuasive words and phrases and a variety of reasons to support your argument.

① * Try to be more ambitious and adventurous with the vocabulary you choose. Use a thesaurus to find synonyms for the word 'annoying'. Irritating

SS&P	7
TS&O	7
C&E	11
H	3
	<u>28</u>

An excellent piece of writing about Pip. Good detail and well organised.

To improve a wider range of punctuation should be used with some figurative language to paint a picture in the reader's head. OK

Additional comments

- The aim of this marking is to allow pupils to recognise if they have met the objective for the lesson, extend their learning in that area, reflect on what they have done and receive targeted, personalised support to improve their work
- Teachers should use a range of these marking strategies '**over time**'. When looking through a book, it should be evident that pupils have had detailed comments from a teacher, as well as a simple response from a teacher; work marked with a pupil as well as a challenge to extend learning.

- The comments used for pupils should be dependent on year groups; year 6 pupils will be required to respond in more detail than year 1 pupils.