

REDLANDS PRIMARY SCHOOL
POLICY FOR MARKING AND RESPONDING TO CHILDREN'S WORK



AIMS

At Redlands Primary School we aim to provide a safe and secure environment in which every child is able to learn confidently and happily. We aim to develop a culture of success and positive attitudes. We value all children's work and, in marking or responding to it, we respect the effort the child has made to produce it.

1. At Redlands we believe that:
 - 1.1 Responses should be positive and enable children to move forward.
 - 1.2 Responses can be oral or written and related to the agreed focus or objective.
 - 1.3 The detail of the response to written work will depend upon the task, e.g. greater depth of marking for sustained pieces of writing.
 - 1.4 Responses should always give advice or next steps and, when children act upon these, acknowledgement should be given.
 - 1.5 Responses to work should be discussed regularly with the children.
 - 1.6 Children should be given opportunities to reflect on their work.
 - 1.7 Children should be given opportunities to respond to their own work and that of others.
 - 1.8 Children can respond to their own work by setting themselves targets – self-evaluation is vital.
 - 1.9 Children need to value their own opinions and those of their peers.
 - 1.10 Teachers' responses should act as a model for children when they are self or peer-evaluating.
 - 1.11 Crosses should be avoided wherever possible.
 - 1.12 Pink coloured pens should be used to indicate successes and green pens to indicate areas for development (targets).
 - 1.13 Purple coloured pens should be used by children for editing work and responding to feedback and/or next steps.
 - 1.14 For particularly remarkable achievements, children can be sent to other adults in school to show their work / celebrate their efforts, or to the Headteacher at weekly 'Good Work' sessions where they are presented with a certificate to take home and photographs are displayed on a celebration board.
 - 1.15 Displays and assemblies are used to value and celebrate the children's work.

2. SPECIFIC OBJECTIVES

- 2.1 The ideal way to mark a piece of work is to do so with the child, allowing time for quality feedback. Discussion, advice and concerns about the work can all then be addressed with the child. Children will gain more from this immediate help than from a delayed comment. This is the best approach and should be used whenever possible. A special effort should be made to adopt this principle for children with special needs and disabilities. Occasions where verbal feedback has been given should be indicated in the child's book with 'VF' and, where this has taken place, written feedback may not be given. Verbal feedback is the recommended method for responding to children's efforts in the Early Years Foundation Stage (EYFS).
- 2.2 Marking should be a process of communication between the child and the teacher, which supports the teaching and learning process. Learning can only be improved where each pupil is given specific

guidance on strengths and weaknesses, not just a grade or mark. Marking involves a comment, whether verbal or written, clearly explaining what the pupil has done well and what s/he needs to do to improve the work further. The comment should always lead to an action for the pupil.

2.3 Marking should be clear, consistent and provide continuity. The criteria for marking must be understood between teacher and child and should always relate to the learning objective. The expectations and the focus for each piece of work need to be clarified. Spelling, grammar and punctuation errors should be a focus of marking and feedback. Comments should be written in the agreed school handwriting style and should reflect the successes (including effort and perseverance) as well as the development points in a piece of work. The same method should be used in each curriculum area throughout the school.

2.4 Literacy

- a) Create an environment where marking does not inhibit the child's desire to write.
- b) Children should be encouraged to proof read, edit and improve their work in all year groups.

Codes to be used for marking in English can be found in Appendix 1 (KS1) and Appendix 2 (KS2).

2.5 Mathematics

- a) Correct answers should be marked with a tick.
- b) Where there are several incorrect answers in a piece of work, teachers need to indicate to the child the need for some discussion. It is demoralising for a child to have every answer marked as incorrect.

Codes to be used for marking in mathematics can be found in Appendix 3.

3. PUPIL SELF ASSESSMENT

For marking and assessment to be productive, pupils should be trained in self-assessment so that they understand the main purposes of their learning and thereby grasp what they need to do to achieve. It is important for children to have a shared understanding about levels of work and understand what they need to do to reach the next level. A range of pupil self and peer assessment techniques are used at Redlands.

Review date: Spring 2020

GUIDELINES FOR RESPONDING TO CHILDREN'S WORK

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1. All homework should be acknowledged by teachers in some way.
2. Topic-based homework tasks will have some kind of written response.
3. Responses should be positive and encouraging and enable children to make progress.
4. Responses should be oral or written, related to the agreed focus or objective.
5. The detail of the response to written work will depend on the task. Not all work will be 'deep' marked – pieces will be marked in depth according to the nature of the objective.
6. Responses may give advice or targets. When children act upon these responses, acknowledgement should be given.
7. Children should be given opportunities to reflect on their own work and to respond to the teacher's comments.
8. Children should be given opportunities to respond to their own work and that of others.
9. Children can also respond to their own work by setting targets for themselves – self- evaluation is vital.
10. Children need to value their own opinions, and those of their peers.
11. Teachers' responses should act as a model.
12. Specified coloured pens should be used, avoiding crosses wherever possible, to indicate achievements and targets.
13. Special responses can be sent to other adults within school and parents for acknowledgement. Once a week good work is shared with the Headteacher and pupils are given a certificate to take home. Photographs are included in a celebration display in school.
14. Displays and assemblies are used to value and celebrate children's work.
15. Responses to work should be discussed regularly with the children.