

Monton Green Primary School Policy for Marking and Giving Feedback to Pupils

Rationale

At Monton Green Primary School we recognise that effective marking of pupils' work and positive feedback help children to learn and make progress.

By having a Marking Policy we want to ensure that children have their work marked in a positive way that will improve their learning.

Purpose

The purpose of this policy is:

- To improve children's learning
- To identify strengths in children's work and targets for development
- To ensure regular quality feedback is given to children about their achievements
- To raise children's self esteem
- To ensure we have effective systems for assessing children's learning
- To create effective systems for informing parents about children's progress

By having a policy we aim to make sure that everyone's practice is consistent throughout the school. The policy will also enable children and parents to understand how work is marked in our school.

The aim of this policy is to outline the different types of marking and establish how they will be used at Monton Green Primary School.

Why is marking important?

Assessment for learning

Marking is important because:

It provides opportunities for prompt and regular dialogue with children about their work. Marking and positive feedback help the children to understand what they have done well and how their work can be improved.

Marking also enables teachers to assess children's understanding and progress and therefore plan the next steps for learning.

What different ways of marking are there?

At Monton Green Primary School we use a range of marking techniques:

- Marking which acknowledges the work has been completed
- Marking which recognises and celebrates good efforts
- Marking which gives a numerical score or a level
- Children marking their own/another child's work
- Quality marking

What is Quality Marking?

Quality marking is that which:

- **Enables children to understand their own achievements and know what they need to do next to make progress i.e.**

Teachers comment on specific, positive aspects of the work i.e. what is good about the work, and give positive affirmation comments. Teachers will mark these aspects of children's work in pink, in line with school's adopted 'tickled pink' marking strategy.

Teachers provide constructive feedback to support learning i.e. the ways in which the child might improve his/her work either this time or next time, and comments designed to bridge gaps in understanding or to further children's learning. Teachers will write these comments in green in line with school's adopted 'green for growth' marking strategy.

Children are given time to respond to and act on the feedback they are given, usually in the next lesson and before children move onto any new learning.

- **Is related to the purpose of the work and to the child's previous efforts i.e.**

The teacher and the child are clear about the learning objectives of a task and the criteria for success – the work will be marked with this learning objective and success criteria in mind.

Teachers are selective in the aspects of work they choose to comment on – depending on the learning objective.

Children are encouraged to comment on the work themselves using the traffic lights system - before handing it in.

- **Is used to support progress i.e.**

Teachers use information gained from their marking to identify learning targets for groups/individual children and adjust future teaching plans.

Providing positive feedback for learning

Feedback to children about their work can be spoken or written (marking). At Monton Green Primary School we aim to give positive feedback which supports learning.

When giving feedback teachers will:

- **Be specific** – refer specifically to something the child has done and explain why it is good so that that child knows which aspect of their work is being praised.
- **Have clear expectations and share them with the children** – explain the purpose of the piece of work and the criteria that will be used to mark it.
- Let children know how the work will be assessed – **make the success criteria specific.**
- Focus comments on the success criteria already established – **be positive in overall tone.**
- Make sure the **scores or levels are explained** and understood by the pupils.
- Explain to the **children what follow up is expected** to any piece of work and **allow children time to respond.**
- Use feedback to **encourage dialogue** with children about their work e.g.
 - Ask a question about the work to extend their thinking
 - Exchange comments with the child e.g. 'I'll tell you one good thing about your work then you tell me one'
 - Use praise and challenge e.g. 'I liked your description of Now /next time try to ' or 'I liked your description of..... now find three more words that mean the same as.....'

Guidelines

At Monton Green Primary School we believe that all written work should be marked. In order to ensure marking is used effectively we will follow the guidelines below.

Verbal Feedback

Wherever possible, and especially with young children, quality verbal feedback will be used. A code VF (verbal feedback) will be used to tell parents and other teachers that/**what** the teacher and the child have discussed the work. This will be written in green.

Quality Feedback across the Curriculum

Quality marking and feedback should be given in all subjects. Marking comments should reflect the essential points, which relate to the learning objective for the lesson/piece of work. Achievements, effort and points for development will be identified.

Practical Work

Where children's work is practical in nature it will be assessed using clear criteria. Achievements and progress will be recorded in line with our Assessment Policy and verbal feedback will be given.

Maths

We will try to mark books whilst the children are working so as to monitor their understanding and give verbal feedback.

When it is not possible written calculations will be marked as soon as possible and quality written feedback will be provided when appropriate. Corrections, written in green, will be identified and children will be given time in the next lesson to deal with these. These will be kept to a minimum but will enable the children to show their understanding after further teaching.

Misunderstandings will be addressed through the teachers' day-to-day planning and assessment.

Occasionally, a numerical score will be used where appropriate e.g. to mark a multiplication tables test.

Writing

Writing is used as a tool for learning across the curriculum. At Monton Green Primary School children's writing is developed through English lessons, and through Science and the Foundation Subjects.

Secretarial features

Spelling, punctuation, grammar and handwriting are important; particularly when a piece of writing is being 'published'. Children will be supported to up-level and proof read their work before publication – e.g. for display or communication beyond the school.

It is not necessary to mark all spellings/careless errors within all pieces of work. However, misspellings that a child could be expected to already know (because they have received them for spelling homework or have already been taught the particular spelling pattern) should be corrected and identified for **urgent** practise.

Similarly, basic punctuation/grammatical errors, that the child has been taught and demonstrated that they can use correctly, should also be identified for urgent attention. Teachers will write these comments in green.

It should be noted however, that children cannot focus on too many things in one piece of work. Too much feedback is overwhelming, difficult for the child to take in and can become negative in its tone and impact. Teachers should therefore use their professional judgement to focus on some of the following:

- Urgent spellings – as described above.
- Urgent punctuation errors/omissions – as described above.
- Handwriting and presentation if this has fallen below acceptable or previously higher standards.
- Subject specific vocabulary; which will be needed for ongoing work.

Writing should be Quality Marked using the relevant National Curriculum Criterion Scale and detailed feedback in relation to aspects of Spelling, Handwriting, Composition and Vocabulary, Grammar and Punctuation should be given – feedback should focus on the learning objective and success criteria of the particular piece of writing.

Feedback sheets are discussed with children.

Writing tracking sheets are maintained and updated half termly.

How will we ensure that this policy is implemented?

The effectiveness of this policy will be monitored through:

- Regular scrutiny of pupils' work and feedback on the quality of marking.
- Discussion with pupils about their understanding of their teacher's marking comments.
- Ongoing lesson observations in-line with Performance Management and the Self Evaluation Schedule.
- Departmental monitoring.