

LANDYWOOD PRIMARY SCHOOL



MARKING AND FEEDBACK POLICY

JANUARY 2016

At Landywood Primary School, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Purpose

At Landywood we believe that the purposes of marking are:

- to inform planning
- to provide information for assessment
- to encourage, motivate, support and promote positive attitudes
- to provide constructive feedback
- to recognise achievement, presentation and effort
- to show pupils that we value their work
- to promote higher standards
- to correct errors and clear up misunderstandings
- to assist learning

Key Principles

At Landywood marking should:

- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets which the pupil should know in advance
- where possible, be accompanied by verbal comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress
- provide pupils with opportunities to assess their own work and that of others

Guidelines for marking

There are two types of marking, which we will refer to as deep marking and soft marking. The majority of this policy relates to deep marking, which is marking to identify progress and next steps to learning.

There is a place for soft marking at Landywood, which is marking with a tick or a single comment such as "Good". A tick simply informs the pupil that their work has been seen. This could be used for:-

- individual maths calculations
- writing a sentence using given criteria in a class lesson, which is then shared around the class
- planning a poster about the dangers of electricity which is now ready for copying up for the wall display.

A single word comment such as "Good" tells the pupil that they have successfully completed the task given and there is no follow necessary.

When to mark

Marking should be done during, or as soon as possible after the completion of the task and always before the next teaching session of that subject.

What to mark

Teachers will apply their judgement when choosing the detail and focus of the marking, depending on the learning objective, their knowledge of the child and the child's personal learning targets.

Final pieces are not always marked, when marking or feedback has taken place during the writing process. After the final piece of writing a success ladder will be completed by both the child and the teacher.

How to mark

Where marking takes place after the task has been completed, the teacher will make a positive comment celebrating the children's achievements, and, where appropriate provide a future target. (This may need to be shared orally with the children at the beginning of the next session or piece of work.)

Marking should inform the child of the progress they are making and targets they need to work towards.

- Landywood's agreed marking code will be used throughout Key stage 2 and adapted for use in Key Stage 1 (see attached marking code).
- Marking should be done using legible writing.
- All children at Landywood write in pencil or blue pen. All marking by teaching staff will be carried out in green pen, black pen by supply teachers and red pen by pupils.
- Where the LO has not been achieved or there is a misconception, a short gap task will be set in order to close the gap between the LO and the children's work. It will be completed at the start of the day, before registration.
Gap tasks should take between 5-10 minutes maximum to complete.
Gap tasks may be administered to specific target groups and not the whole class. The strategy will be used according to teachers own professional judgement. It is expected at least four tasks per week are administered (two for English and two for Maths) to all pupils as appropriate.
- Children have to sign next to the comment after reading it.
- Tasks could be a question, a close procedure, uplevelling a sentence/word, changing something, adding something or an extension task

After marking

Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. This will be before registration each day.

Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do.

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil.

Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally.

Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.

If a pupil makes only a few errors in their Numeracy work then these errors will be crossed.

Children will correct these errors at the start of the next day before registration by rewriting the calculation and the answer. If a pupil has made a lot of mistakes then the calculations will not be crossed and the learning will be revisited in the next lesson.

Gap tasks must be set where appropriate.

Pupil marking

Children may, where appropriate, self mark work, or mark another child's work. The teacher will review this marking.

Homework can often be marked by the children themselves. In this way the class can discuss and explain the answers.

Erasers are not to be used.

Teaching Assistants

TAs should only mark work produced by their group of pupils and this should only be done within the session. They should then inform the teacher of the progress and problems from that piece of work.

Supply Teachers

We expect supply teachers to mark work using a comment in black ink.

In conclusion

In applying these principles, we will maintain consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Success Criteria

We know our policy is working if:

- there is evidence that work is being marked regularly
- marking informs future planning
- children are given gap tasks when appropriate
- pupils acknowledge targets work towards achieving them

Monitoring

We will ensure that these guidelines are being used consistently throughout the school by carrying out work scrutinies. This will be the responsibility of the Subject Leaders when carrying out monitoring activities. Feedback on the implementation of the policy will be given to individuals and to the Leadership Team. The Governing body will monitor the implementation of the policy.

Reviewing the policy

We will review our policy at the beginning of every academic year in order to reinforce it with established staff and familiarise new staff with it.

Specific Details on Phases

At Landywood we accept that written marking of work has to be tailored to meet the ability and age of each child and the subject being marked. This policy will be used throughout the school but the details below will guide teachers in specific year groups as to any particular applications for pupils within their area.

Foundation Stage

- In Foundation Stage, positive comments are accompanied by a smiley face. Wherever appropriate we provide the child with a simple target. This will be accompanied by a cloud symbol.

- On all pieces of work it is indicated whether the child has completed the work independently or with some assistance.

I - Independent work

T.A. – Work supported by teaching assistant

T. - Work supported by teacher

- Children always receive verbal feedback

- Stamps and/or stickers are used as additional rewards

Key Stage 1

- In Years 1 and 2 work is often marked and discussed with the child present. This will be identified by V (Verbal Feedback) being written against the work as opposed to marking.

- The level of marking will depend on the ability of the child.

- The Landywood Marking Code is organised progressively. Although the code will be displayed in all Key Stage 1 and 2 classrooms, the teacher will only use the symbols that they feel are appropriate to move the learning forward. These symbols will be explained to the pupils before the teacher starts to use them. The Landywood Marking Code will be used when a teacher feels that the child will be able to understand the marks made.

- Child friendly symbols for targets may be used to show pupils how to progress.

- Highlighters must be used in marking. These should highlight good things in green and inaccuracies in pink and all highlighting must link to the success criteria and the marking.

- In Year 1, up to three spelling errors will be identified in a piece of work. Pupils will write out this spelling three times at the start of the each day.

Key Stage 2

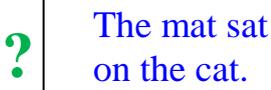
- The Landywood Marking Code is organised progressively. Although the code will be displayed in all Key Stage 1 and 2 classrooms, the teacher will only use the symbols that they feel are appropriate to move the learning forward. These symbols will be explained to the pupils before the teacher starts to use them.

- Spelling errors will normally be kept to a maximum of three errors per piece of work. Pupils will be asked to correct these spelling errors by adding them to their personal dictionary.

Signature _____
(Chair of Governors)

Date _____

Landywood Marking Code.

Symbol:	What does it mean?
	Spelling error – underline the word. For spelling you would expect to be correct (max 3 per piece). Children should practice this 3 times.
	Capitals wrong - circle the letter Punctuation - circle punctuation for an error. For when it's missing punctuation, put a circle in the place it should be (refer to Punctuation Pyramid).
	Paragraphs - double forward slash.
	Change tense - underline with wavy and put a T in margin.
	Delete word or sentence - strike through word or sentence.
	Insert word or sentence - arrow pointing to insert position.
	Insert space - single forward slash where the space is needed.
	Move the word or group of words - circle the word(s) and use an arrow to show the correct place.
	If the sentence doesn't make sense – use a ? in the margin.
	Verbal Feedback - this will be identified by V being written against the work as opposed to marking.
GT	Gap Task – this will be provided when needed.
NS	Next Step – this will be provided when needed.
	Highlight good things in green. All highlighting must link to the success criteria and the marking.
	Highlight inaccuracies in pink. All highlighting must link to the success criteria and the marking.

