

Peterborough Diocese Education Trust

Barby Church of England Primary School



Marking & Feedback Policy

Committee Approved: Resources
Date: September 2017
Reviewed:
Reviewed:

Barby C E Primary School
Marking & Feedback Policy

Introduction

This policy aims to give all members of the school community clear guidance as to the principles, strategies and expectations of effective marking and feedback at Barby CE Primary School. We are committed to providing relevant, timely feedback to pupils showing that we value their work and wish to help diagnose areas for development and to praise success. Marking should be a two-way process, where teacher and pupil enter into a dialogue which leads to improvement. Feedback can be verbal, words or symbols. There will be evidence of both brief 'acknowledgement marking' and at least weekly in-depth marking, clearly linked to the planned learning.

Principles – Marking and Feedback should:

1. Be immediate or as soon as feasible after the lesson.
2. Involve any adults involved with the pupil in the lesson.
3. Be manageable for staff.
4. Be seen as useful and positive by pupils and parents.
5. Inform future learning.
6. Be responded to and referred back to in later work if necessary.
7. Be accessible and inclusive in terms of model handwriting and child friendly language.
8. Relate to the planned learning.
9. Positively affect the child's progress. Does the child's work improve across the curriculum?
10. Follow the agreed Marking Code.

Procedures

- Look for progress and success first.
- Link all marking to the learning objective, steps to success and the child's targets.
- Give positive public acknowledgement of high achievement at the weekly Star Work assembly.
- Look for persistent patterns of errors within the group/ class, but only mark incorrect spellings that the child should know e.g. high frequency, spelling list or topic words. (limit the number of corrections to a reasonable number for the age of the child and use the Marking Code)
- The Marking Code will be shared with the class at the start of the year and will be used by all staff.
- Children will be given time to respond to the marking in their books.
- Targets will be set for maths and English to aid 'closing the gap' marking.

Effective Marking and Feedback Strategies

1. Verbal Feedback – This is the discussion with the child at the time of the lesson. The correct Marking Code should be written in the book as a reminder that feedback has been given.
2. Steps to success – These can/should be used in all subjects in order to spread good practice across the curriculum, ie transferring the skills learned in English across to history, geography etc.. There should also be area specific checklists for different genres in English and for different areas of mathematics. Steps to success should only be used if they add clarity to the expectations for the lesson, particular groups or

individuals. They should be displayed in the learning environment so that pupils can refer to them during the lesson (or series of lessons) In English they usually focus on the product, in maths they focus on the process.

3. Peer Marking – Children should be given the opportunity to give feedback to peers by being response partners or in pair work. They will be trained in this, ground rules will be set and displayed in class. Children will point out two features they like and suggest one or two ways to improve the piece, but only against the LO and/or the steps to success. Children will peer mark in purple and put their initials.
4. Quality Feedback – will be given in all subject areas to extend learning and to prompt children to correct misconceptions. A focussed comment should help the child to ‘close the gap’ between what they should have achieved and what they have actually achieved. These could be – **Reminders** “What else might the giant say?” / **Scaffolds** “What was the dog doing?” The dog was angry so he... . Describe the dog’s expression / An **example prompt** - Choose one of these words to describe the forest...
5. Time must be given, at least weekly, for children to respond to marking, enabling them to improve their work and ‘close the gap’. They also need to acknowledge that they have read comments by initialling them. Children will respond to marking in red pen.
6. Teachers can choose whether they use stars, smiley faces, stickers or stamps to ensure that marking is efficient. Any comments must be related to the LO or SC when doing ‘Two stars and a wish’ marking. All marking should be in green and comments should model our ‘from the line, cursive’ handwriting style. All sustained termly writing will be marked, in depth, against the assessment sheets in use through the school. Highlighters will be used. Green for Great and Pink for Think. Teachers should use their discretion in choosing perhaps two from each category. (Highlight the line/word/sentence, then echo the colour in the margin at the bottom of the page where the comment/ question/ development point is to be written) Noteworthy effort or achievement should be rewarded with a house point.
7. Maths and other ‘closed’ tasks should be marked with a tick or a ‘c’. Teachers should find an alternative way of marking if there are clearly misconceptions and a lot of errors. If the child alters an answer that has already been marked as incorrect, put a tick through the previous ‘c’ mark. This acts as feedback to other adults in class and parents, showing where learning has taken place.

Monitoring

This will be done termly at the Book Scrutiny staff meeting and will involve the Subject Leaders, SLT and other colleagues such as the School Improvement Partner.

Presentation

Handwriting will follow the school cursive script and will be timetabled as discrete lessons with adults modelling the required style which the children then copy. Marking and feedback will take place within the handwriting lesson if possible. Erasers should only be used for single words, letters or numbers, to correct a drawing or diagram. If more than that needs to be changed then a single line should be drawn through the error and a new attempt made.

KS1 – Write the date/ LO/ Title where appropriate (or can be stuck in) / Use good ‘from the line’ cursive letters or handwriting/ draw one line through any mistake/ write in pencil/ underline with a ruler/ write your name on loose papers.

KS2 - Write the date/ LO/ Title where appropriate/ Use good ‘from the line’ cursive handwriting/ draw one line through any mistake/ write in pen/ write your name on loose papers/ underline with a ruler.

Felt pens are not to be used in books.

There should be no ‘embellishments’ on book covers or pages.

All writing by adults will be in school style handwriting.

Marking Code

√	Adult has seen the work/ it is correct/ good choice
VF	Verbal feedback
NS	Next Steps
C	Incorrect work
^	Word missing
I	Independent work
S	Some support from an adult
1:1	One to one support/ small group work
sp	Spelling mistake (find the correct spelling and write it above your error OR the teacher writes the correct spelling in the margin and the child writes it three times at the end of the work).
T	Look at your targets (Could be finger spaces, handwriting, capital letters, personal targets, class targets)

LO/ SC will be highlighted green if met and pink for not met. Hence GREEN for GREAT and PINK for THINK!

The basics from this code will be introduced from Reception and built up across the school until the whole range is embedded (by Y4). Each teacher will need to make an edited chart for their class.

Created: September 2016

Approval Authorisation

Authorised By	
Head Teacher:	Signature: Print: Date:
Chair of Governors:	Signature: Print: Date: