



Millfield Primary School

Marking and Feedback Policy

Introduction

At Millfield Primary School we believe it is important to provide constructive feedback to children in order for them to know how to improve their work and reach the next level of performance. The aim of all marking of pupil work is to encourage children to become reflective learners and help them to close the gap between what they can currently do and what we would like them to be able to do.

The purpose of this policy is to make explicit how teachers mark children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims

Children's work is marked and feedback is provided in order to:

- Show that we value the children's work and encourage them to value it too.
- Boost the pupils self esteem and raise aspirations through the use of praise and encouragement. The main aim of marking and feedback is not to find fault but to help children to learn and make further progress. If children's work is well matched to their abilities then errors that need to be corrected will not be so numerous as to affect their self esteem.
- Give the children a clear general picture of how far they have come in their learning and how they can improve their work in the future.
- Offer pupils specific information on the extent to which they have met the lesson objective and/or the individual targets set for them.
- Promote self assessment whereby the children recognise their areas for improvement and are encouraged to accept guidance from others.
- Gauge the children's learning and understanding and identify any misconceptions.
- Provide a basis for summative and formative assessment to inform future planning for learning.

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Principles / Marking Guidelines

Staff will be expected to adhere to the following guidelines to ensure that marking is a positive tool for improving children's performance.

- All work will be marked by staff using **green ink**.
- All pupil work should be marked in some form to show that it has been seen by the teacher / teaching assistant. At Key Stage 1 and Key Stage 2 there should be a WWW (What Went Well comment) and an EBI (Even Better If comment) whenever appropriate. This enables teachers to give praise to pupils for what they have achieved but also to give them clear direction as to what they have to do next to improve their learning.
- Younger children may not be able to read; therefore lengthy comments will be inappropriate. Children who are just beginning to write may have their work scribed below in order to make sense at a later date. Stickers, team / house points, positive symbols and speedy verbal feedback should be used (this also applies to older children). As children's reading ability improves, staff should work towards more constructive comments. The code V for Verbal Feedback should be written against pupil work when work has been discussed. Sometimes it may be appropriate to record a brief description of the verbal comments given to pupils against the code / sticker.
- When the teacher is concerned about the child's understanding of the task, an appropriate comment should be written to reassure the child that the teacher will support the child's learning. For example, '*See me!*' is inappropriate. '*We need to go through this together*' is reassuring and not said in a negative way, but promises support.
- If support has been given for a particular task this should be shown by the code: GT (Guided work with teacher) or GTA (Guided work with teaching assistant). Alternatively staff may use stickers or a comment to show who has given the specific support (Teacher or Teaching Assistant).
- In the EYFS teachers focus on giving oral feedback to the children but may write a comment with the child. Staff also write comments on the back of work as part of the process of gathering information for the Foundation Stage Profile.

Self-Assessment / Peer Assessment

Children should be given regular opportunities to evaluate their own learning through self-assessment. This can be completed through them writing their own WWW and EBI comments or simply commenting on their learning.

Children should also have the opportunity to comment on each other's learning. Children will need to be taught how to do this following the guidelines in this

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marking policy. For pieces of extended writing as part of the Millfield Write a traffic light system is used for children to assess their own and their peers' learning.

Pupil's Response to Marking

Children are encouraged to respond to teacher comments – ask questions, demonstrate their learning, etc. in order for there to be a dialogue regarding learning. Pupils are given 'fix it' time when necessary to improve and edit work following marking. Children should complete this in purple pen.

Subject specific guidance – English

- Spelling, punctuation and grammar errors may not be all corrected in every piece of writing but will be noted as a future teaching point. Children should be encouraged to check back through marked work and correct any specifically highlighted punctuation, spelling or grammar errors. For example; spelling errors could be corrected by writing word out three times, etc. Any high frequency words which are being regularly misspelt should always be either highlighted or annotated by the teacher.
- Pupils should be given feedback about the elements that the teacher has asked them to pay attention or are linked to the learning objective. This will mean that some aspects of a piece of work may be uncorrected but all aspects will be addressed over time through specific learning intentions. For example - When marking a piece of children's writing there may be a range of marking focuses. It may be appropriate to give specific feedback about style / content with no specific comment about punctuation however this would then be expected to be addressed in later work / feedback.
- When marking longer pieces of writing (for example – Millfield Write) some of the key aspects of VCOP, should be highlighted by the teacher

Subject specific guidance – Mathematics

- In mathematics pupils in KS2 can begin to mark their own work to aid instant self-assessment. However, this needs to be taught carefully and should not be relied upon solely. Any work marked by children should be checked by the teacher and a relevant comment added where appropriate. All marking done by children should be in purple pen.

Types of comment:

- Opportunities to reflect.... *"Why does this pattern not work for all numbers?"*
- Opportunities to demonstrate they have the ability to work at a higher level...*"Can you now round 325 to the nearest 10?"*

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- Provide children with focussed feedback on where their errors and misconceptions lie, making it clear what is wrong and what to do to put it right. If it likely to be more beneficial to speak to a child directly, a comment like “Can you explain this to me?” and a follow up conversation with the child might be better.
- Comments may also be made which highlight individual improvement over a period of time e.g. by comparing two pieces of work from the same child where the later piece of work demonstrates the child’s ability to have met previously set target.
- Numerical errors and modelling - Numerical errors should be pointed out to children by highlighting or circling the specific error with appropriate guided questions/ comments (“as you have written that $6 \times 7 = 45$, your final answer is incorrect”) Sometimes it will be necessary to demonstrate to a child how to set out work clearly (usually with formal calculation methods). In these instances, the correct method and presentation should be modelled alongside the children’s work to exemplify good practice
- Once errors have been identified then they should be addressed either in the same lesson or as soon as possible, and may inform future planning.
- At Key Stage 2 any mistakes which the teacher may require to be corrected should be made clear to the pupil. The child should then complete any corrections as close as possible to their errors.

Subject specific guidance – Other curriculum learning

Pupil work in other curriculum areas should be marked in line with this policy where appropriate. Reference should be made to the learning objective in the marking of other curriculum work – for example – in a science lesson marking comments should be related to the LO for the lesson. Staff should also address in the marking any specific misunderstanding of scientific concepts and identified as future teaching points

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated every half term as part of our planned work sampling and book monitoring timetable.

Mr S. Kelly / Miss K Eastwood / Mr P Newbold

Policy implemented – January 2015

Reviewed May 2016

Date of next review: July 2017

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