



MONKSMEAD SCHOOL

Marking and Feedback Policy

Monksmead School is committed to providing relevant and timely feedback to pupils, both orally and in writing. Marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood.

Marking should aim to be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; where the learner is actively involved in the process. Research shows that marking is an important factor in pupil learning, so this policy is crucial for the school.

We aim to:

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations
- Use the marking system as a tool for formative ongoing assessment
- Improve standards by encouraging children to give of their best and improve on their last piece of work
- Develop children's self-esteem through praise and valuing their achievements
- Create a dialogue which will aid progression

Principles of good marking

Good marking or annotation of children's work should:

- Be positive, motivating and constructive
- Be at the child's level of comprehension
- Not penalize children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Be frequent and regular and reviewed by the teacher
- Provide information for the teacher on the success of the teaching
- Relate to the Learning Objective of the lesson set but also relate to other skills such as handwriting, grammar and spelling
- Positively affect the child's progress
- Contain comments from the teacher which are particularly focused and diagnostic revealing very good subject knowledge
- Relate to English targets when appropriate
- Ensure children can actively demonstrate understanding of targets set
- Be consistent across all subjects

All teachers will adhere to the above principles and:

- Ensure that all work provided must be marked within the week that it is done
- Give regular written and oral feedback
- Provide time in lessons to review work from previous lessons
- Adjust planning in the light of marking
- Make learning objectives explicit
- Involve children in the process from an early stage
- Ensure children are clear about the teacher expectations
- Use children's work as exemplars

Types of Marking

Verbal Feedback

It is important for all children to have verbal feedback from the adult working with them. This may be to correct a child's understanding or to extend the child's learning. The teacher should indicate where verbal feedback has been given if related to written work using the symbol (VF) at the end of the work.

Written feedback – all subjects

All adult written feedback will be completed in a purple pen.

The following codes are used on all work and will help with teacher assessment, moderation and review. Where in-depth marking is not required or a written comment is not necessary, using only the codes will provide a quicker form of marking.

Indicates:

- (I) 'independent' work – the child has received no support beyond the initial teaching
- (S) work has been completed with the support of an adult
- (WR) work was completed using resources to support learning (eg. manipulatives in maths)

Some marking may use more than one code eg. (I)(WR) This would show that child worked without adult support but did use manipulatives to support their work. However, the child has not fully met the objective for that lesson.

Summative feedback/marking

This is associated with closed tasks or exercises where the answer is either right or wrong.

Work that is correct may be marked using a tick (✓) and an incorrect answer marked with a dot (.) A cross (✗) is not used to indicate incorrect answers except in Year 6 when it may be introduced in preparation for secondary school.

This can also be marked by the children, as a class or in groups. As with any marking only a reasonable number of the most obvious mistakes should be corrected. For example:

- Sounds which have been missed out (e.g. wet/went)
- Tricky words misspelt after they have been taught (e.g. migh/my)
- Sounds represented incorrectly (e.g. seb/sed)
- Reversal of digits

Where a pupil marks or edits their own work, they should use a green pen or pencil.

Where appropriate the teacher can correct the children's spelling by writing the correct word or children should be encouraged to find the correct spelling of underlined words by another method. The correct spelling should then be re-written by the child.

- In KS1 the child writes the correct spelling two times. Teachers might also 'button and string' words.

- In KS2 the child writes the correct spelling three times.

Grammar errors may be identified in a similar manner using a wavy line eg. I done it.

Punctuation errors may be identified by circling where it should be or other errors.

Formative feedback/marking

Some key pieces of work which form the basis of learning to be built on will have more in-depth marking than other work. All extended pieces of writing should be marked using this method.

Where appropriate this method should be used in other subjects such as Maths and Topic. The teacher should mark using an 'effective feedback for learning' comment in order to :

- Step 1: show success to the child
- Step 2: indicate improvement/ give improvement suggestion
- Step 3: allow child to make the improvement

Comment examples:

Step 1: Show success

Please ensure that your comments reflect the principle of building children's confidence. Praise should be given as important recognition of work done, relate to the LO and include factors such as all-round excellence, a particular aspect e.g. presentation, a pupil's personal target which has been achieved or their persistence and organization. Children may be given stickers or merit points for their good work.

- Wow! That was a great paragraph
- I really enjoyed reading your first sentence
- Well done for remembering your finger spaces

Step 2: Indicate improvement

- Change the way you start this sentence.
- Write this sentence with a capital letter.
- Rewrite and keep your letters on the line.
- How many lines of symmetry does this shape have?
- Try again but this time put all the numbers in the correct column.

Give improvement suggestion

- Scaffold the answer
- Give a choice of words to add to a particular sentence
- Give the child a shape or a calculation to do and check

Step 3: Make improvement

- Ensure appropriate time is given to enable children to do this
- Where a question has been posed by the adult marking the work, to help move the learning on or to clarify understanding, the child must be given the opportunity to respond. Children should not respond with 'Yes/No/Thank you/OK' to these comments. The child's response should always be acknowledged.

It is understood that in EYFS/ KS1 some children will be unable to access written feedback. In these circumstances, verbal feedback should be given and the (VF) symbol used. Written comments may be added to the work by the teacher to provide support with assessment at a later date.

Examples of other styles of marking

Self marking/Self assessment

Children may sometimes be encouraged to mark their own work under their teacher's supervision. Children may also self-evaluate their learning by identifying their own successes and looking for an improvement point. The plenary may then focus on this process as a way of analyzing what the children can or cannot do.

At the end of the lesson children should be encouraged to 'traffic light' to indicate how well they feel they achieved the LO. The traffic light could be either a coloured dot in the appropriate colour or the initial of the colour in a circle and should go at the end of the work so that it is easily visible.

Peer assessment

Children may sometimes mark work in pairs. They should have the opportunity to discuss the work relating to the LO and the success criteria given and make positive comments and development points. Children need to be trained to do this through modeling with the whole class. When this has taken place a P.A should be written at the end of the work.

Peer assessment may take the form of pairs both reviewing one person's work at a time, with the reviewee writing on their own work, not their partner's.

Presentation expectations

- EYFS and Lower KS1: the date and Learning Objective (LO) may be printed and stuck in the children's books allowing them time to focus on the Lesson Objective.
- Upper KS1 and KS2: From Year 1 children should be encouraged to write the date and LO independently.
- All work should be dated
 - Maths: 6 digit date (02.10.18)
 - All written work: long date (Tuesday 2nd October 2018)
- Lesson objective should be written in pencil/pen and not underlined
- At the end of the lesson children should be encouraged to traffic light next to the Learning Objective to indicate how well they feel they achieved the LO. The traffic light could be either a coloured dot in the appropriate colour or the initial of the colour in a circle.
- Children may write a comment at the end of their work to specify their learning and this will inform the teacher of what has been understood, partially understood or not understood.
- All staff will use the marking key. The marking key will be displayed so that all children are aware of and understand the key.

	You still need to understand this
	You understand some of this and need a little more support
	You have achieved the Learning Objective and can now move on

- 'Tickled pink' and 'Green to grow' to be used when marking writing to highlight development points. Pink will show where an adult is pointing out specific good work. Green will denote an area for development.