



Escomb Primary School Marking and Feedback Policy 2021

INTRODUCTION

This whole school policy will provide standardisation and consistency of practices throughout the school.

The implementation of our positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum and is the responsibility of all staff, whilst also being mindful of teacher's workload.

Marking complements and assists teaching and learning. It serves as a tool for assessing individual and school performance. Marking should be diagnostic and inform children of the next steps needed in their learning in order to improve their work. Marking will also provide focused feedback on the learning objective/ success criteria for that lesson whenever appropriate.

Objectives

Marking can be done by the teacher:

- To indicate achievement in relation to the learning objective/success criteria
- To show children how they can improve their work
- To enhance the child's self-esteem
- To aid teacher planning and assessment

Marking can be done by the children:

- To encourage independent learning through self-checking
- To be more critical in their approach to their work
- To aid teacher assessment
- Using checklists to help children know how they can improve their work

Principles

The principles behind our marking policy are as follows

- Marking should be positive. All work should be acknowledged.
- Marking should be fair and consistently applied by all staff including newly appointed members to the team and supply staff.
- It needs to be positive and constructive.
- Teachers need to take account of misconceptions and areas of difficulty and address these in planning next steps.
- It needs to be selective both in terms of what needs to be highlighted for individuals and what is appropriate for them.
- Criteria should be established before the work begins and/or marking is done and where possible it should include next steps where appropriate.
- Marking should be undertaken as soon after the work is completed as possible

- and, where appropriate, the pupils should be involved.
- All work should be acknowledged by the teacher even if it is not to be marked directly.
 - Marking needs to offer positive benefits to teacher, pupils and parents.

Recognition of Achievement

Children are encouraged to celebrate one another's achievements within class groups and within special assemblies. Children are often commended with 'Good Work' certificates in the weekly Celebration Assembly, where children are given the opportunity to share their good work. Achievement is also recognised by sending the child to the head teacher for special recognition.

PRACTICE AND PROCEDURES

Presentation

To ensure consistency across the school, we have agreed that:

- K.S.1 use pencil for their work.
- Year 3 - Use predominantly pencil until the summer term when blue handwriting pen should be used. (These will be school pens.) In Year 3 children will receive their pen licence.
- From the end of Year 3 upwards - the expectation is that ALL children will be using a school handwriting pen.

Staff will normally use red biro or ink for marking. Staff's handwriting will follow the school handwriting scheme (PenPals). There may be occasions when the use of pencil is more appropriate. E.g. re-drafting and editing work with children when an abundance of red ink could have a detrimental effect on the child's self-esteem. Redrafting and editing should be a positive experience for children.

When children make mistakes in pen or pencil, these should be neatly crossed out with one clear line. Rubbers should not be used.

All work must be dated.

English books 28th January 2021

Maths and other curriculum areas 28.01.21

The date should be written in the top left-hand corner and on the top line (if using lined paper/books). The date should be underlined. (from Year 2 upwards)

A line should be missed and then a **central title** should be written and underlined.

Pupils should miss a line under the title before they begin working.

Date
Underline
Miss a line
Title
Underline
Miss a line
Start

DUMTUMS

Use of Worksheets

When worksheets are used, they need to be neatly trimmed and glued carefully into books. Expectations are exactly the same in terms of presentation and children should be encouraged to present their work to the best of their ability regardless of the fact that they are recording on a worksheet.

Effective Marking and feedback

Learning objectives must be shared verbally with the children near the beginning of the lesson, during the lesson and used as a focus for the review and reflection at the end. It is important not to confuse children with the context and the learning objective. The learning objective should not refer to context. This way the children will be able to apply the knowledge and skills of writing instructions for different contexts, rather than just relating instruction writing to the looking after of pets.
e.g.

subject	Original learning objective	New learning objective	Context
English	To write a clear set of instructions on how to look after a pet.	To write instructions.	Looking after a pet
	To write a letter to persuade people to vote against the proposed car park.	To write a persuasive letter.	Proposal of new car park

Sharing the 'success criteria' with children before they begin to write is essential. (Success criteria is what you as the teacher want the children to learn.) Children need to

know exactly what the marking of their work will focus on; they need to know what the teacher will be looking for. They need to be reminded what to be thinking about as they write and what they need to remember to do/use.

Effective feedback:

- ➡ should concentrate on the success criteria.
- ➡ Should point out success
- ➡ Should use a prompt to show children how they can improve (an asterisk * can indicate where the improvement can be made)
- ➡ Should allow time for the children to make the improvement.
- ➡ Needs to be modelled repeatedly.
- ➡ Writing prompts need to be clear and offer specific guidance to the child so that improvements can be made to their work.

Children will make their improvements in **green pen**. Improvements will be acknowledged by the teacher.

e.g. When asked to write about characters' feelings - a dog chasing a rabbit.

Example prompt

- ➡ How did the dog feel here?

Scaffolding prompt

- ➡ What do you think the dog's tail is doing?

Example prompt

- ➡ Try - He ran round in anger.
He couldn't believe his eyes.
Or write one of your own

At all times the appropriateness of our marking in relation to each individual must be considered.

Spelling and mental maths "tests" may be marked /10, /12 etc

Margin Marking

The main purpose of margin marking is to improve children's basic skills. Symbols are used in the margins to prompt children to find their own mistakes and act upon them quickly. Work in all subjects will be marked in this way. **Every piece of writing should be margin marked.**

- **G**rammar **P**unctuation **S**pelling- **G P S** to be used in margins.
More than one can be used in each margin.
- In Year 6, a dot may be used in the margin to mark an improvement is needed

- Children should always use their green pen to improve as soon as possible.
- Children should find their own mistakes however words may be underlined for lower ability or younger.
- The amount of spelling mistakes being picked up on will be relevant to the length of the piece as well as the ability of the child.
- The focus of spellings should be on year group high frequency words and other words that may have been covered and the teacher would expect them to know.
- Children will be encouraged to use a dictionary to help correct their own mistakes.

When margin marking a piece of writing you can use a variety of responses:

- ✓✓ then a positive comment.
- → then a next step to think about in next piece.
- → then something to do now, to add or change as well as margins.

All of these responses are in addition to the **GPS** in margin. They also can be used to set targets for the children.

Children in Year 1 and 2 will also be introduced to margin marking

- Symbols may be used as well as **P** in the margin- .! ?
(Possibly a drawing for finger space)
- The teacher may consider using **G**- This will be linked to one element they have focused on in basic skills that week.

Reception children will also begin to use some basic symbols to encourage children to spot their own mistakes

Adding a piece of text * - If you want to add in a piece of text, put a star where it has to go and put another star at the bottom of the page (or in the margin) next to the new text. e.g. I have missed out the most important part. * My new cat has yet to be named. She is about two years old.

*My last cat was called Thisbe.

When writing poetry - use these marks to show where you want to start a new line in your final version.

e.g. Mary had a little lamb // its fleece was white as snow// and everywhere that Mary went// the lamb was sure to go.//

New Paragraphs - When going through stories or other prose pieces, also use this sign to show where you want to begin a new paragraph. //
e.g. ...the last snow is beginning to melt at a fast rate. // Spring follows very soon...

Maths

- Children given the opportunity to apply skills, knowledge and understanding.
 - A double ✓✓ denotes that child has achieved/grasped concept
 - A single ✓ denotes that child has got it but needs more practise to consolidate
 - A 'dot' • denotes that calculation is incorrect and child needs to revisit learning objective/concept.
 - Any 'corrections' will be made by the side, underneath or by rewriting the whole calculation in green pen
 - Correct spelling of key vocabulary is encouraged. See above notes on spelling.
 - \triangle for intervention after the lesson.
 - When needed teacher will model for pupils in books.

General

Initialling might be used to indicate that work has been seen or completed. Please indicate whether the work has been done independently and with whom etc.

The following abbreviations will be used:

I = independent work

G = group task

T = teacher input (*indicate ratio 1:4 etc*)

TA = supported by TA (*indicate ratio 1:4 etc*)

R = Resources

VF = verbal feedback (*with note as to what feedback was about*)

Rubber stamps or stickers that indicate praise in some way could be used.

Stars etc. for achievement are also used as an incentive.

Stickers of special achievement from the head teacher are a further tool.

Talk positively to the children.

Self Assessment/Peer Assessment

Children may be asked to draw symbols on work in order for the teacher to assess their level of understanding in a particular topic.

Key Stage 1

- ☺ I understood the learning objective
- ☹ I need more practice
- ☹ I don't understand the learning objective.

Key Stage 2

- I don't understand the learning objective.
- ✓ I need more practice
- ✓✓ I understood the learning objective

Peer assessment - in green pen.

This policy was agreed by whole school staff on 1st September 2021 and the Curriculum Committee of the Governing Body on 29th September 2021.